

TWENTY-EIGHTH ANNUAL REPORT
OF THE
Department of Education
OF THE
PROVINCE OF ALBERTA

1933

PUBLISHED BY ORDER OF THE LEGISLATIVE ASSEMBLY



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Edmonton, December 31st, 1933.

To His Honour

WILLIAM LEGH WALSH,

Lieutenant Governor of the Province of Alberta.

SIR:

I have the honour to transmit herewith the Annual Report of the Department of Education for the year 1933.

I remain, Sir,

Your obedient servant,

PERREN BAKER,

Minister of Education.

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Edmonton, December 31st, 1933.

THE HONOURABLE PERREN BAKER,
Minister of Education.

SIR:

I have the honour to submit herewith the Report of the Department of Education for the year 1933. It contains reports from the Deputy Minister, Supervisor of Schools, Chief Inspector of Schools, High School Inspectors, Director of Technical Education and Principal of the Institute of Technology and Art, the Normal School principals, Secretary of the Department, Registrar, Statistician, Chief Attendance Officer, and Managers of the School-Book and Building Branches. A report of the Board administering The Education of Soldiers' Children Act is also included. The statistics dealing with the attendance of pupils at the public, separate, and private schools of the Province are for the school year commencing July 1st, 1932, and ending June 30th, 1933. The financial and departmental reports refer to the year ending December 31st, 1933.

I have the honour to be, Sir,

Your obedient servant,

J. T. Ross,
Deputy Minister of Education.

Report of the Deputy Minister

Although the year which has just closed has been a difficult one particularly from the standpoint of maintaining the educational services to which the people have become accustomed, a review of the several reports contained in this volume reveals much that is encouraging. We may feel a justifiable pride in the fact that more children took advantage of our educational facilities than ever before, that more school rooms were in operation than ever before, and that the period of operation of these schools was but slightly less on the average than the highest point in our history. To the oft-repeated question, have many schools been compelled to close, or have many children been deprived of educational facilities, the answer is emphatically, No! The Home Study branch has rendered a notable service in this regard, more than 800 pupils in the elementary grades being provided with instruction in this way.

The following items selected from the statistical reports will be of general interest.

The total number of pupils enrolled exceeded that of any preceding year, being 171,445, an increase of 650 over the total of 1932.

There were 2,947 one-room schools in operation with a total registration of 66,279 pupils. Both these totals are the highest in our history. A year ago there were 64 consolidated schools, operating 215 rooms and caring for 7,193 pupils. Sixty-two such schools maintained 217 rooms and enrolled 7,243 pupils in the period under review.

A school year of more than 160 days was enjoyed by the pupils of 96.5% of all schools in operation, while the average number of days of operation for all schools was 192.56. This represents a decrease of 2.5 days on the average over the preceding year, is approximately the same as for the year 1930-31, and exceeds that of any year up to that time. The average monthly percentage of attendance declined from a high of 90.02 to 88.69.

Twenty years ago 32.24% of all children in the schools were in Grade I; this year the percentage was 13.49. Similarly on the same dates the percentages of pupils in the high school grades were 3.92 and 17.13 respectively.

The number of rooms of secondary school rank (628) showed an increase for the year of 37.

There were 5,796 rooms in operation during the year and 6,050 teachers were employed. The attendance act requires that children remain in school until they have reached the age of 15 years. Twelve and one-half per cent. of all pupils enrolled are above this age.

The percentage of pupils who are over age continues to be too high, this year 36.04 as compared with 35.43 for last year. This is explained largely by the fact that a considerable number of pupils lose far too many days. It is of little avail to operate schools for the maximum number of days if those for whom the education is purchased are not there to take advantage of it. Coleman, with a registration of 665 pupils, maintained an average monthly percentage of 95.8. This high percentage reflects credit on both the efficiency of the school organization and the devotion to duty of the pupils.

But 20 new districts were organized in 1933. This is the smallest number erected in any one year since the Province was organized. On the other hand, 72 districts were disorganized. This is explained by the fact that due to economic conditions it was found necessary to combine 67 small districts to form the Berry Creek School District No. 4617. Thus we have an experiment with a larger unit of administration going on from which some valuable lessons may be learned.

Schools of one department were operated by 2,947 districts, while the two largest districts operated 409 and 434 departments, respectively. The actual cost per pupil based on average attendance in all schools for the year was \$73.66. This is the lowest per capita cost since 1916, when it was \$72.53. The average salary for the year in rural schools was \$841.57, in town schools \$1,414.25, while in all schools the average salary was \$1,076.51. This is the lowest average since 1916.

For some time there has been a feeling that the statutory minimum salary of \$840 per year for teachers should either be withdrawn or considerably lowered. The question was debated in the Legislature, and the House finally agreed to leave the matter in the hands of the Minister with the understanding that where, after investigation, it was felt that insistence on the minimum would work a hardship on the district, he would approve the payment of a lower salary. A great many applications from districts for this concession have been dealt with, and the desired concession granted or withheld as the circumstances seemed to warrant. As a consequence of this action, the average salary of all teachers for the year 1933-34 will probably show a sharp decline from the figure shown in this report.

Early in the year J. A. Smith, senior inspector of high schools, was granted leave of absence because of ill-health. It was hoped that a prolonged rest would bring about a complete recovery. Unfortunately, these hopes were not realized, and by midsummer it became apparent that Mr. Smith would be unable to resume his work for a year at least. Consequently, Dr. Hubert C. Newland, formerly of the staff of the Edmonton Normal School, was appointed acting inspector for the year. As Mr. Smith's condition did not improve at the end of the year, he retired from the government service. In his retirement the government loses a well-tried, honoured and faithful servant, and his associates in this Department a painstaking, conscientious, hard-working and dependable

colleague. Few men in educational work in the Province will be as greatly missed as will J. A. Smith.

At its last session the Legislature decided to close the Edmonton Normal School. It was felt the two remaining schools would be able to accommodate all the prospective students, and the saving thus effected would be substantial. Both expectations were realized. Less than 500 students enrolled for training last September, and these were easily cared for in the two schools. As far as possible members of the staff were absorbed in other positions in the Departmental service. Three were granted leave of absence for advanced study, one at Cornell University, one at the University of Toronto, and one at the University of British Columbia.

In September the work of the Home Study section was extended to include high school instruction. Although it was necessary to charge a sufficiently high fee to carry the cost of supplying the service, the new venture met with favour at once. More than 1,000 units are being carried by approximately 370 students by correspondence.

The professional committee, representative of the four western provinces, having in charge the task of examining the sets of school readers submitted by the publishers, reported early in September. In November the Deputy Ministers met in Regina to consider the recommendations. The result of the meeting was the tentative acceptance of a series of readers to be known as "Highroads to Reading," published jointly by Messrs. Gage, Macmillan, Nelson and Ryerson of Toronto. When certain changes suggested by the professional committee have been carried out, it is expected that this series will become the authorized readers for the four western provinces.

REPORT OF THE SECRETARY OF THE DEPARTMENT

(M. M. O'BRIEN)

During 1933 arrangements were made by this Department for the education of 77 deaf children and 20 blind children. The deaf children were sent to schools for the deaf in Winnipeg, Manitoba; Vancouver, British Columbia, and Montreal, Quebec. The total number of deaf children who attended during the year at Winnipeg was 64. During the June term there were 54 pupils in attendance. At the end of this term eight of these pupils had finished their courses and did not return for the December term. Ten new pupils commenced when the school opened in October, one of these being a pupil who had formerly been in Vancouver, and another a boy whose home was formerly in Manitoba. Of these 10 new pupils, one girl had to be brought home as she was mentally unfit to take advantage of the school facilities. Of the seven pupils who were in attendance at Montreal during the June term, one finished the course, the other six returned, and two new pupils commenced. At Vancouver there were five pupils during the June term, but one of these transferred to Winnipeg for the December term. At the end of the year there were, therefore, 67 deaf

students in attendance at school. Of this number there were 34 boys and 21 girls in Winnipeg, four boys in Vancouver, and four boys and four girls in Montreal.

Manitoba, apparently in order to reduce expenditures, reduced the school year at Winnipeg to eight months, that is, the school closed at the end of May and did not open again until October. In Vancouver the term is the regular ten months commencing in September and closing at the end of June. In Montreal the term is the same, from September until June inclusive.

Of the 20 blind children who were in school during the year, 17 attended the school at Brantford during the June term. One of these did not return on account of illness and five others completed the course. One new student commenced, so that at the end of the year there were 12 Alberta blind children at Brantford. There were two blind students at Montreal during the June term, one of whom did not return. Of the 13 blind children at present in school there are eight boys and five girls. The total amount spent during the year 1932-33 in connection with the education of deaf and blind children was \$43,116.79.

There was a legislative grant of \$5,000 made to the Canadian National Institute for the Blind. This amount was divided by the Western Division of the Institute between the two Alberta Committees, the Northern Alberta Committee with headquarters in Edmonton, and the Southern Alberta Committee with headquarters in Calgary. The regular report submitted by the Institute indicated that its services were extended, and during the year a total expenditure of \$12,590.78 was made in the Province.

SPECIAL CLASSES.

The sight-saving classes in Calgary and Edmonton were continued during the year, although Calgary seriously considered closing the class in that city. During 1933 there were 15 pupils in the Edmonton class and 11 pupils in the Calgary class. In the City of Calgary there are seven special rooms for the education of sub-normal children, six under the jurisdiction of the public school board and one under the separate school board. The number of children registered in these classes amounts to a total of 120. In Edmonton there is one special room for sub-normal children, with a total of 12 pupils. The Government pays special grants for these school rooms; the amount paid Calgary during 1933 being \$5,609.80 to the public school board and \$479.16 to the separate school board, the amount paid Edmonton being \$1,990.

LOANS TO NORMAL SCHOOL STUDENTS.

The policy with respect to making loans to Normal School students which had been in effect from 1919 to 1932 was not continued in 1933. There is a considerable balance, however, outstanding on these accounts, although the final payments on the loans fell due December 31st, 1933. During the year there was collected on these loans \$88,954.99 on principal and \$13,724.98 on interest. Two hundred and twenty-one teachers closed out their

accounts during the year, and 640 teachers made payments against their accounts. The balance outstanding on these loans as of December 31st, 1933, was \$186,124.54 principal and \$14,122.05 interest.

LOANS TO SCHOOL DISTRICTS.

There were no loans made direct through this Department to school districts during 1933. A number of districts applied to the Tax Consolidation Board for consideration with respect to writing off or reducing their loan accounts. In three cases the Board recommended the writing down of these accounts, and the total amount thus written off such accounts was \$2,143.38. During the year there was collected on the principal of these accounts \$4,444.99 and on interest \$3,425.86. Ten school districts closed out their accounts and 40 districts made payments against their accounts. The balance outstanding against school district loans as of December 31st, 1933, was \$340,603.93 on principal and \$147,320.76 on interest.

OFFICIAL AUDITORS.

For the year ended December 31st, 1933, there were 914 official auditors appointed to audit the books and accounts of school districts. The reports received were, generally speaking, quite complete, and less difficulty was experienced in securing the required information. In a number of cases shortages occurred as indicated by the yearly reports or by special reports received during the course of the year. In all cases where shortages were reported the amount of the shortage was either taken care of by the official responsible or where it was not possible to secure settlement in this manner the bond companies reimbursed the districts. In the case of 27 districts it was necessary to definitely establish a claim for a shortage, and of these 27, in three districts the former treasurers paid the amounts in question, \$221.73. In the other 24 cases it was not possible to collect from the official, and the bond companies were called on to make adjustments. The total amount paid by the bond companies was \$5,927.44.

REPORT OF THE BOARD ADMINISTERING THE EDUCATION OF SOLDIERS' CHILDREN ACT

(M. M. O'BRIEN, *Secretary*)

The funds made available for assistance in the education of soldiers' children are administered by a board comprised of Lt.-Col. T. C. Sims, chairman, Maurice M. O'Brien, and Ralph V. Bellamy, all of whom serve without remuneration.

The Board receives all applications and determines who shall receive assistance and to what amount. Its responsibility does not extend to the disbursing of funds, all cheques being sent out by the Provincial Treasury. The amount of assistance varies from \$5.00 to \$20.00 a month, the smaller amount being the usual award where a child lives at home; the larger amount may be made

available to a student who must leave home to go to the city or agricultural college for his education. It may be noted here that only one child in a family may receive aid at any one time, and assistance is not extended in the case of any student for more than three years. In making its awards the Board considers the number of children in the family, the income of the family and the amount of extended pension allowed for educational purposes by the Dominion Government.

The amount of money disbursed during the fiscal year 1932-33 was \$11,839.15 as compared with \$16,707 for the previous year, assistance having been given to all qualified applicants.

Statistics for the year are as follows:

Number of students who received awards was 119, and the following table gives the details of the different courses followed by the students receiving awards:

	Boys.	Girls.	Total.
1. Technical Courses	12	6	18
2. High School (Academic)	29	45	74
3. High School (Commercial)	3	19	22
4. Agriculture	4	....	4
5. Domestic Science .....	....	1	1
	48	71	119

REPORT OF SECONDARY SCHOOL INSPECTORS

(E. L. FULLER AND H. C. NEWLAND)

The growth of enrolment in high school grades continued during 1933, but with a slight decrease in rate. There was a further increase both in the number of high school rooms in operation and in the proportionate percentages of high school enrolment. The number of high school rooms now requiring inspection is 594; last year it was 557, and the previous year it was 524, the increase being 33 for the year 1932 and 27 for the year 1933. The proportionate percentage of high school to total enrolment in 1932 was 16.53; in 1933 it was 17.13. But whereas the gain in 1932 was 2.15%, in 1933 it was only 0.60%, confirming our prediction that, with a receding elementary school enrolment, the high school enrolment would reach its peak in 1933 or 1934.

Again, there was a further increase during 1933 in the demand for Grade XII instruction in rural and village schools. In these districts the parents, finding it financially impossible to send their boys and girls who have completed the Grade XI course to town or city high schools, are putting forth every effort to give these pupils a further year of schooling rather than have them remain at home without occupation. The following table shows clearly that the rate of increase in high school enrolment is now greatest in Grade XII:

PERCENTAGE INCREASE IN HIGH SCHOOL ENROLMENT, 1931-1933

	1931	1932	1933	Increase in 1932	Increase in 1933
IX	5.94	6.43	6.57	0.49	0.14
X	4.29	4.81	5.13	0.52	0.32
XI	2.90	3.48	3.81	0.58	0.33
XII	1.25	1.81	2.12	0.56	0.41

When the trustees in rural and village schools make provision for the work of Grade XII, their procedure under favourable circumstances is to engage a second teacher, and so divide the work of the four high school grades between two instructors. In other cases Grade IX pupils are accommodated in the senior public school room, the principal confining his instruction to the three senior grades. This arrangement is, generally speaking, desirable, provided the principal restricts his programme to 18 or 20 units; or in other words, does not attempt more than four units of the Grade XII course. In such schools we consistently encourage the teacher to reduce by suitable alternations the number of units to be taught. Our experience convinces us that in a one-room high school good results are not to be expected unless the range of options is strictly limited, and the number of units taught is reduced to a minimum. It need hardly be said that the work of a one-room high school should not be undertaken by an inexperienced teacher.

In the matter of equipment, we find that most school boards, having been driven to further measures of economy, are making no accessions to their school libraries, and providing for no outlay on science equipment beyond what is immediately necessary for supplies. This situation we have, in general, felt constrained to accept. On the other hand, we note an increased demand for Biology in Grade XII classes. For good work in this subject a compound microscope is necessary. Accordingly, the subject should not be attempted in schools where the board has not provided this equipment.

There has been a further decline in teachers' salaries this year of about 10%, with some signs of stability at the lower level. It is unfortunate that the salary paid to teachers in one-room high schools is, on the average, no larger than that paid to assistants in high schools of three rooms or more (city salaries excluded). So much is required of these teachers in competence, scholarship and skill that those who have the proper qualifications for this work are not attracted by the salary paid for it.

In grading the work of our high school teachers we use the following scale:

Weak—W.
Fair—F₁, F₂.
Good—G₁, G₂, G₃.
Very Good—VG₁, VG₂.
Excellent—E.

From a study of the distribution of gradings that we have assigned this year, we find an increase in the number of higher gradings. The mean grading falls at a point that is .76, and the median .80, of the range between the mid-point of G₃ (high "Good") and the mid-point of VG₁ (low "Very Good"). One interpretation of this fact is that the quality of the instruction in our high schools is really approximating a superior standard. The form of the distribution does not follow the curve of chance, but is slightly inclined towards the higher gradings. The index of skewness ("alpha sub-three") is —0.0810, which can be used as a basis of comparison for future distributions.

Regarding the status of the new course and textbook in Algebra 3, it is too early as yet to form even a tentative judgment. Present indications incline us to the view that more work in "graphs" will be required in Algebra 2, in order that the two courses may articulate more closely. In the minds of some of our teachers there is a feeling of uncertainty about the new course, engendered by the fact that it differs from the old course in content, spirit and approach. This feeling, however, will probably subside when the new course has been taught for a year or two.

During the month of November, a convention of high school teachers was held at Lethbridge, a convention of city teachers at Edmonton, and district high school teachers' conventions at Calgary and Edmonton. The attendance at these conventions was, on the whole, quite as large as that of last year, and the programmes were very well received.

REPORT OF THE SUPERVISOR OF SCHOOLS

(G. FRED McNALLY)

The Legislature at its last session authorized an increase in the fees charged teachers-in-training from \$50 to \$100. In view of the decreased enrolment expected as a consequence of the higher fee and as a further measure of economy, it was decided to operate but two Normal Schools beginning in September. The Edmonton school was accordingly closed, and members of the staff absorbed as far as possible in other work. As usual, reports of the principals on the details of the work in each school have been included.

In spite of the fact that it was necessary to withdraw all government aid from school fairs, not less than 75 were continued through the enterprise of the local community. This affords striking testimony to the value which the districts themselves place on the "fair" as a social and educational agency.

CONVENTIONS.

Local meetings of teachers were held generally throughout the Province during September and October. These conventions were largely attended. At the annual meeting of the Alberta Educational Association last Easter it was decided to merge with other educational bodies, such as the Alberta Teachers' Alliance, in an organization to be known as the Alberta Educational Federation. The 1934 meeting will be in charge of the new organization.

SCHOOL FESTIVALS.

For several years school festivals, including competitions in music dramatization and elocution, have been held in certain parts of the Province. The movement has now become widespread. Last spring 16 of these festivals were held. An organization known as the Central Association of School Musical Festivals came into existence about a year ago. It exercises general supervision over

all local festival associations affiliated with it. During the session 1933-34 it arranged for weekly broadcasts from the University to teachers giving suggestions as to preparation of festival numbers.

THE JOINT SUMMER SESSION.

It was expected that owing to the fact that many teachers had been without positions or had taught at greatly reduced salaries, the registration at the 1933 session of the Summer School would be very much smaller than in previous years. However, after the final enrolment had been checked, it was found that the numbers in the Department of Education section had been decreased by 102 only, the registration being 704 as against 806 in 1932, while the registration in the University section had actually increased, 193 students being enrolled in the various courses. Since 27 of these were also taking Departmental courses, the net registration for both sections amounted to 870.

In addition to the courses usually offered, a number of subjects were given for the first time. Of these, a second course in Supervision of the Elementary Grades, covering advanced work for those who had taken the course in Supervision last year, proved very popular, while the list of options for those taking the course for the First Class Certificate was augmented by the addition of three new courses, e.g., Character Education, Comparative Education, and Measurement of Education and Intelligence. It was apparent that these courses added to the strength of this programme, and it is planned to extend these options still further next year. An evening class was also held for teachers of Algebra wherein the revised course in Algebra for Grade XII was reviewed and the next textbook, "A New Canadian Algebra," by Durrell and Wright, examined.

A very attractive feature of the 1933 session was the School of Drama conducted under the joint supervision of the University and the Department of Education. Every phase of the theatre was covered in the four courses: Voice Production and Public Speaking, The Technical Art of Stagecraft, Direction and Educational Dramatics, and The Art of Acting. Since the University of Alberta has been in receipt of a grant from the Carnegie Foundation for the promotion of dramatic work throughout the Province, interest in the drama has greatly increased. Over 100 students registered in the above courses. At the conclusion of the session an informal class-room presentation of the work of the school was given. Three children's plays suitable for production under ordinary class-room conditions and two adult plays were shown.

In all, 62 professional subjects and 16 academic subjects were offered. An instructional staff of 30 took care of this programme. Intensive and serious work was done, and at the conclusion of the session the following certificates were granted: 175 teachers successfully completed the course for the First Class Certificate; three teachers were awarded High School Art Certificates, 22 Elementary Certificates in Primary Work, 18 Instructors' Certificates in Physical Education, 3 Specialists' Certificates in Physical Educa-

tion, 8 High School Instructors' Certificates in Physical Education, and 2 Certificates in Intermediate Grade Work; 54 teachers passed the special examination for St. John Ambulance Certificates in First Aid, and 15 passed the examination in Home Nursing; 42 students were awarded certificates in swimming, in the first, second and beginners' classes.

TEXTBOOKS.

As reported last year, four sets of Readers for Grades I-VI were received as a result of the invitation to publishers issued by the Interprovincial Committee. Reports from the examiners were received in March, and a meeting of the Alberta committee was held at Easter. In August a meeting of the readers' committee, representative of the four western Provinces, was held at Banff. Recommendations were forwarded from this meeting to the Interprovincial Committee. This committee met representatives of the publishers in November, and arranged for the adoption and publication of a series of Readers to be known as "The Highroads to Reading." The series will consist of a Primer and Books I-VI, seven volumes in all. It is expected that the new readers will be introduced into Alberta schools in September, 1935.

The search for a satisfactory introductory book in French is going forward. A new book by Messrs. Kerr, Fuller and de Savoye is now in the hands of the committee. A New Canadian Algebra went into use in Grade XII in September, while a new Chemistry by Littler is being tried out in selected schools during the current school year in the same grade.

CORRESPONDENCE COURSES.

During the year the work of this department was extended to include correspondence instruction for the high school grades. While it was not possible to extend this service without charge, as is done in the lower grades, it was furnished at cost, i.e., eight dollars per unit. Over 1,000 units had been sold before the end of the year, representing registration of approximately 368 students.

It is not surprising that in a province with settlement as widely scattered as in Alberta there should still be some pupils out of reach of school facilities. It is to these children particularly that a home study course makes its appeal. However, in recent years the pupils enrolled in the Correspondence School have included some children belonging to schools which operate for only a part of the year, in addition to many who live at too great a distance to attend during the winter. During the past year it was noticed particularly that lack of clothing and footwear suitable for winter weather was the cause of a decided increase in number of pupils in the Correspondence School.

In 1933 enrolment in the elementary grades reached its highest peak when 800 pupils worked under the direction of the Correspondence School, including 60 in Grade VIII. A very large proportion of the pupils belonged to the primary grades, with the remainder about evenly distributed over the other grades.

The work has been hampered considerably by prevailing conditions, since many pupils can hardly afford the necessary postage, but the school has endeavoured to adapt itself to these unfortunate circumstances, and has tried to encourage all the pupils to make the necessary effort.

Through inspectors and others who know of this service the Department of Education receives information concerning families who are out of reach of a school. In this connection it is gratifying to note how those who have benefited are eager to tell others. That the lessons are popular and fulfilling the purpose for which they were instituted is attested by hundreds of letters of appreciation on the files.

REPORT OF THE ASSISTANT REGISTRAR

(R. V. BELLAMY)

The policy of promotion by recommendation of the school staff has been continued in Grade VIII, First Year High School and in English 2 of the Second Year.

A total of 22,571 candidates wrote on the Departmental examinations during the year, at 1,174 centres for the June and 38 for the supplemental examinations.

There was a net increase of 1,423 in the number of candidates writing during the year. Of this increase 627 were for the academic examinations written at midsummer, 647 were for the supplemental examinations and 110 for the Technical School examinations. This represents an increase of 65% in the number taking the second and third year technical courses.

The percentage of passes in the midsummer examinations was 74.72, which is 3.41% higher than in 1932; while the percentage of passes in the commercial and technical examinations is slightly lower than in 1932, viz., 81.94 and 73.54% as compared with 82.6 and 74.2% in 1932.

A total of 13,651 students qualified for diplomas this year, an increase over 1932 of 729. Of these, 2,537 completed a three-year course and 1,256 a four-year course, which shows a decided increase in the proportion of students completing Grade XII standing.

In 1933, 1,508 districts submitted reports recommending first year students for credit in one or more units, and 2,193 districts recommended students for the Grade VIII diploma. Of the former 1,210 were rural districts and 15 rural high schools; and of the latter 1,904 were rural districts.

The four-year commercial course is authorized in its entirety for the year 1933-34.

CERTIFICATES.

The number of teachers receiving certificates as a result of attendance at Normal School during the session 1932-33 was 666 as compared with 627 during the previous year.

They may be classified as follows:

	1932	1933
First Class	288	356
Second Class	304	279
Third Class	35	31
	<u>627</u>	<u>666</u>

The percentage of teachers holding first class certificates continues to increase. It will be noted that the Department no longer grants an "Academic" certificate. Its place has been taken by the high school teacher's certificate, which is issued by the Department to graduates of the School of Education at the University of Alberta, and to those who have equivalent standing.

The granting of certificates to teachers from other provinces has been further restricted owing to the fact that Alberta teachers were unable to secure employment.

DEPARTMENTAL EXAMINATIONS, 1933

Examination	No. of Candidates	Total	Increase over 1932
HIGH SCHOOL*			
JUNE—			
Academic:			
First Year	63†	.....	.....
Second Year	6,900	.....	.....
Third Year	5,330	.....	.....
Fourth Year	5,204	17,497	627
Commercial:			
First Year	74‡	.....	.....
Second Year	427	.....	.....
Third Year	141	642	39
Technical:			
Second Year	191	.....	.....
Third Year	86	277	110
SUPPLEMENTAL—			
Third Year	2,217	.....	366
Fourth Year	1,938	4,155	281
		<u>22,571</u>	<u>1,423</u>

*Candidates are classified in the year of the highest unit written.

†This includes students prepared by private study, by correspondence and at night school. Students in attendance in all public, separate and private schools may be recommended for credit by the teacher or principal in all units of the First Year and in English 2.

‡First Year students taking Bookkeeping 1, a second year unit. Students in attendance in all public or separate commercial schools may be recommended for credit in Literature 1, Business English 1, Spelling 1, Penmanship 1, Mathematics 1, Stenography, Typewriting 1, History 1, General Science 1, French 1.

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ANALYSIS OF RESULTS—JUNE, 1933

ANALYSIS OF RESULTS BY UNIT

UNIT	Number of Candidates	Number who Passed
Agriculture 1	2,810	1,996
Agriculture 2	1,512	1,307
Algebra 1	59	32
Algebra 2	6,644	4,525
Algebra 3	1,972	1,617
Arithmetic 1	4,882	3,316
Art 1	4,345	2,916
Art 2	376	236
Biology 1	960	807
Chemistry 1	3,502	2,510
Chemistry 2	1,084	779
Composition 1	66	50
Composition 2	189	144
Composition 3	4,728	3,560
Composition 4	2,377	1,541
French 1	128	83
French 2	3,665	2,686
French 3	1,589	1,311
Geography 1	4,408	3,159
General Science 1	61	39
Geometry 1	73	44
Geometry 2	5,364	3,547
Geometry 3	1,917	1,675
German 1	59	37
German 2	126	113
German 3	52	46
History 1	63	36
History 2	6,822	5,006
History 3	4,252	3,649
History 4	1,889	1,672
History of Literature 1	622	482
Latin 1	82	59
Latin 2	1,600	1,330
Latin 3	597	462
Literature 1	52	31
Literature 2	144	93
Literature 3	4,817	3,569
Literature 4	2,335	1,821
Music 1	6	5
Music 2	3	2
Music 3	0	0
Physics 1	4,477	3,649
Physics 2	1,363	934
Trigonometry 1	2,110	1,647
Total.....	88,677	62,523

Percentage of Passes..... 74.72

DEPARTMENT OF EDUCATION

COMMERCIAL EXAMINATIONS, 1933

UNIT	Number of Candidates	Number who Passed
Arithmetic and Rapid Calculation 3.....	77	62
Bookkeeping 1	407	393
Bookkeeping 2	97	68
Bookkeeping 3 (Theory)	74	69
Bookkeeping 3 (Practice)	77	66
Business English 2	394	346
Business English 3	98	82
Commercial French 2	89	66
Commercial Geography 1	63	46
Commercial History 1	84	70
Commercial Law 1	88	74
English Literature 2	10	8
English Literature 3	78	57
Rapid Calculation 2 (Special)	16	11
Secretarial Training 1	71	66
Spelling and Penmanship 2:		
Spelling	405	231
Penmanship	405	404
Spelling and Word Study 2	7	0
Stenography 2	425	293
Typewriting 2	436	374
Total.....	3,401	2,766
Percentage of Passes 81.9		

TECHNICAL EXAMINATIONS, 1933

UNIT	Number of Candidates	Number Who Passed
Building Construction 1	6	6
Cabinet Work 1	20	20
Carpentry 1	17	13
Clothing 1	8	8
Composition 3	55	35
Drawing and Design 2	20	17
Dressmaking 2	21	21
Electricity 2	73	56
Electricity 3	22	21
General Mathematics 2	166	112
General Mathematics 3	49	38
General Science 1	2	2
General Science 2	151	101
General Science 3	43	29
Geography 1	47	38
History 3	50	37
Household Economics 2	15	13
Industrial Art 1	6	5
Industrial History 1	126	80
Literature 2	1	1
Literature 3	51	22
Metal Work 2	34	34
Metal Work 3	5	5
Motor Mechanics 2	82	71
Motor Mechanics 3	11	10
Total.....	1,081	795
Percentage of Passes..... 73.54		

SUPPLEMENTAL EXAMINATIONS, 1933

UNIT	Number of Candidates	Number who Passed
Agriculture 2	136	114
Algebra 2	591	130
Algebra 3	166	103
Arithmetic 1	360	147
Art 2	23	12
Biology 1	149	103
Chemistry 1	350	255
Chemistry 2	170	85
Composition 3	390	241
Composition 4	698	386
French 2	306	132
French 3	177	75
Geography 1	353	210
Geometry 2	565	276
Geometry 3	135	82
German 2	7	5
German 3	12	6
History 3	176	108
History 4	117	88
History of Literature 1	99	61
Latin 2	91	34
Latin 3	72	45
Literature 3	461	269
Literature 4	301	137
Physics 2	214	152
Trigonometry 1	216	105
Total	6,342	3,363

Percentage of Passes 53.02

DIPLOMAS ISSUED

Grade VIII	9,813
High School (Third Year):	
Normal Entrance	1,711
University Matriculation	704
General Course	122
High School (Fourth Year):	
Normal Entrance	960
General Course	296
Commercial	37
Technical	8
Total.....	13,651

EXAMINATION CENTRES

June	1,174
Supplemental	38
Total.....	1,212

DEPARTMENT OF EDUCATION

CERTIFICATES OF CREDIT ISSUED

On recommendation of Principals in units of the First Year or in English 2 to students classified in the year indicated.

	No. of Students	
ACADEMIC COURSE:		
First Year	6,718	
Second Year	6,739	
Third Year	1,612	
Fourth Year	420	
		15,489
COMMERCIAL COURSE:		
First Year	492	
Second Year	226	
Third Year	17	
		735
TECHNICAL COURSE:		
First Year	351	
Second Year	203	
Third Year	19	
		573
		16,797

CERTIFICATES ISSUED DURING THE YEAR 1933

Certificates	Alberta	Other Provinces	British Possessions	Other Countries	Totals	Grand Totals
(a) Professional Certificates (Permanent)						
Alberta Teachers:						
High School Class	9				9	
First Class	346				346	
Second Class	357				357	712
(b) Interim Certificates						
High School Class:						
Alberta Teachers	28				28	
Teachers from Manitoba		1				
Teachers from Ontario		6			7	35
First Class:						
Alberta Teachers	413				413	
Teachers from British Columbia		1				
Teachers from Saskatchewan		5				
Teachers from Manitoba		2				
Teachers from Ontario		1				
Teachers from Nova Scotia		1			10	423
Second Class:						
Alberta Teachers	320				320	
Teachers from British Columbia		1				
Teachers from Saskatchewan		8				
Teachers from Manitoba		1				
Teachers from Ontario		2				
Teachers from Nova Scotia		1			13	
Teachers from United States				1	1	334
Third Class:						
Alberta Teachers	31				31	31
	1,504	30		1	1,535	1,535

N.B.—The table shown above includes in its Alberta list 53 certificates re-issued on account of change of name through marriage, and 210 re-issued to teachers who qualified for certificates of higher class than those originally granted them.

REPORT OF CALGARY NORMAL SCHOOL

(E. W. COFFIN, *Principal*)

The second semester of the session of 1932-33 opened on January 4th, with 287 students in attendance, grouped as follows: First class, men, two groups, 54; women, 3 groups, 142; second class, men, one group, 26; women, 2 groups, 65. This included two who were enrolled for the second term only to complete the course discontinued in an earlier session.

Three students withdrew before the close of the session on account of illness; one of them, Mr. Verne Gillespie, of Calgary, a young man of fine personality and promise, died on May 29th.

Practice teaching was resumed in the Practice School on January 29th, and except for the break of three days required for mid-session tests was continued four half-days a week until the Easter holidays. With three lessons per day, from October to Easter, each class in the Practice School is subjected to at least 200 student efforts during the session, and while many of these, of course, carry on quite successfully the teacher's regular programme, the burden, on the whole, is almost too great for one school of eight rooms to carry. We, therefore, feel rather sharply restricted in making further demands on these class-rooms for demonstration purposes. The teachers of this school measure up well in zeal and in concern for the welfare of the students in training, and they are also doing commendable work in certain projects involving motivation and correlation, specializing this year in Geography.

During the weeks beginning March 6th and 13th, the mornings were devoted to observation and practice in the schools of the city, both public and separate, approximately half of the total number of rooms being used each week. As usual, each room received two students, who taught one lesson, formally assigned and criticized, each day. Thus the total student teaching burden on each of these rooms is eight lessons, Mondays being spent in observation only. This procedure is repeated in the autumn. Some disturbance of routine is involved, of course; but it is a fact that, as the afternoons of these days are spent in lesson preparation, Normal School classes being suspended, the students in most cases provide an abundance of material for their teaching. In the carrying out of this practice in the city schools, the co-operation of Superintendent Buchanan and his teachers has been all that could be desired.

The usual observation and practice in rural schools took place at Easter, four classes going out before the holidays and four after. I am satisfied, at least, that it comes at the best time in the course; that it, as the last practice experience, and yet not too near the final-review days in these schools. The rural teachers have been very faithful in sending in reports on the students' work. Reports are also required of the students on their experience and the problems they realized. As might be expected, the most common problems are (1) that of keeping all classes profitably busy, and (2) that of adjusting the lesson to the time available, a real difficulty after the practice efforts in city grades.

During this term the extra-curricular enterprises of the students kept both staff and students very busy. Besides the regular Friday afternoon programmes of the Literary Society, the Glee Club, under Madame Ellis-Browne, gave two performances of the Operetta, "All At Sea," and the Dramatic Society on May 19th, under Miss Olive M. Fisher's direction, presented "Green Stockings." Our Debating Society also took part in the city league contests. Basketball and hockey flourished with moderate success. A more important feature of school sport was the basketball house league, in which at least half of the total number of students participated. On Saturday mornings quite a large class of girls met for club and wand drill and sword-dancing.

The winners of the physical training scholarships this session were Harold Tewksbury, Calgary, and Mary Hegenberg, Woolford. The latter not finding it convenient to go to Summer School this year, the ladies' scholarship went to Beth Walker, Raymond, second in rank.

The session of 1933-34 opened on September 6th, with an enrolment of 318, comprising the following class groups: First class, 5 groups, 207; second class, 3 groups, 111. The supplemental entrance examinations justified the transfer of 28 students from second class to first. As a result, the final classification was: First class, 6 groups, two of men and four of women, totalling 235; second class, 3 groups, one of men and two of women, totalling 83. This is by far the largest numerical superiority of firsts over seconds that we have yet had. Moreover, of the second class, 50 students have four or more fourth year high school credits. From Red Deer northward this year come 65 students.

One student, I deeply regret to report, died on September 27th after a very short illness. This was Victor Cromarty, Calgary, a member of the first class, and a young man of excellent character and promise. Two students, second class, withdrew in November on account of ill-health.

The following tables give the usual statistics for both sessions referred to in this report:

ATTENDANCE TABLES, 1933

	First Class.			Second Class.			Total.		
	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
Second Term 1932-33	54	142	196	26	65	91	80	207	287
First Term 1933-34..	75	160	235	24	59	83	99	219	318
Total.....	129	302	431	50	124	174	179	426	605

ACADEMIC STANDING FOR ADMISSION

REGULAR COURSE, 1933-34

	Graduates.	Undergraduates	Grade XII	Grade XI	Total
Alberta	1	13	217	81	312
Manitoba .....	.....	2	.....	.....	2
New Brunswick	1	.....	.....	.....	1
Nova Scotia	1	.....	.....	.....	1
Ontario .....	.....	.....	.....	1	1
Saskatchewan .....	.....	.....	1	.....	1
Total.....	3	15	218	82	318

TABLE SHOWING RECOMMENDATIONS MADE FOR CERTIFICATES, 1933

Regular Course, 1932-33:	
First Class Interim	189
Second Class Interim	82
Third Class	11
Failures	2
Withdrawals	3
Total.....	287

The medical examinations, conducted by Dr. Learmonth during the first month of the session, called for no withdrawals this session, though there were the usual number of cases of remediable defects. Ten students are debarred, on medical advice, from active participation in physical training classes. Copies of the Medical Examiner's report have been sent to the Deputy Ministers of Education and Health.

During the year addresses were given to the students by the following outside speakers: Mr. R. B. Valteau, an inspirational talk and reading; Mr. R. T. Cook, of the Department of Health, with a film, "How Life Begins"; Mrs. W. S. Potts on "Travel Scholarships"; Rev. Dr. Kerby on the work of Home and School Associations; Dr. A. M. Scott, an illustrated talk on the Passion Play at Oberammergau; and Dr. W. G. Carpenter, illustrated talk on the north country and its resources.

The only change in staff this year was the accession of Dr. G. S. Lord, principal of the Edmonton Normal School, who took the classes in principles of teaching and school management, and also part of the mathematics. During the summer six members of the staff were on duty at Summer School, and three read high school examination papers. Autumn conventions at Calgary, Olds, Three Hills and Lethbridge called for the service of Normal School instructors.

REPORT OF CAMROSE NORMAL SCHOOL

(GEORGE K. HAVERSTOCK, *Principal*)

	ATTENDANCE TABLE, 1933								
	First Class			Second Class			Total		
	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
Second Term 1932-33	17	34	51	22	65	87	39	99	138
First Term 1933-34..	28	51	79	39	62	101	67	113	180
Totals.....	45	85	130	61	127	188	106	212	318

TABLE SHOWING RECOMMENDATIONS MADE FOR CERTIFICATES, 1932-33

First Class Interim	50 (Honours 12)
Second Class Interim	83 (Honours 9)
Third Class	4
Failed	1
Total.....	138

CHANGES IN STAFF.

At the beginning of the year Mr. H. B. Trout, instructor in English, was transferred to the inspection staff. During the four and one-half years which Mr. Trout was a member of the staff he rendered very efficient service. Well qualified for his work, with experience in both rural and urban schools, he gave his students excellent training. His fine spirit of co-operation and sound judgment made him a valuable colleague. As no appointment was made to fill Mr. Trout's position, the work in English for the spring term was done by Miss Twomey, Miss Taylor, Librarian, and Mr. Wees. The closing of the Edmonton Normal School necessitated further changes in the staff at midsummer. Mr. H. A. MacGregor, instructor in Science, Mr. Wilfred Wees, instructor in

Psychology, and Miss Cecilia Taylor were given a year's leave of absence. All three are doing post-graduate work, Mr. Macgregor at Cornell University, Mr. Wees and Miss Taylor at Toronto University. Sgt. Major Hawkes, Physical Training instructor, was transferred to the Vancouver Normal School. The following were transferred to the staff at the beginning of the Fall term: Dr. D. J. Dickie, English; Dr. J. R. Tuck, Science; Mr. G. M. Dunlop, Psychology; Mr. R. W. Hedley, Art and Mathematics; Miss Emily Clever, Librarian; Sgt. Major Barker, Physical Training.

ACADEMIC STANDING.

We were able to transfer 18 students to the first class as a result of completing Grade XII standing on the supplemental examinations. It may be of interest to know that in 1923 the students in the first class constituted 21.44% of the total enrolment, while in 1933 the students enrolled in the first class made up 40.88% of the total enrolment. In 10 years the ratio of students in the first class to the total enrolment has almost doubled. As further evidence of higher academic standing of students entering Normal School, 81.18% of the students registered in the second class for the Fall term have credit in three or more subjects of Grade XII.

OBSERVATION.

Observation began October 11th. Each student spent six and one-half days in the Practice School—three days in the primary grades, two days in the intermediate grades, one and a-half days in the senior grades. The observation work was planned and directed so that each student-teacher participated in actual teaching activities. It was found that these "sighting shots" proved very helpful in the practice teaching, which began November 27th and continued for three weeks. In addition to being helpful in practice teaching, we found this type of observation enabled the student to understand more clearly the relation of theory to practice.

PRACTICE SCHOOL STAFF.

The Practice School staff consists of 13 teachers, under the efficient direction of Mr. J. C. Jonason. Only one change took place in the personnel of the staff. Miss K. Burgess resigned at midsummer to be married. Mr. John Appleby, who was away on leave of absence, returned, thus it was unnecessary to make a new appointment. I wish to express my sincere appreciation of the splendid work of the teachers in the Practice School and their willingness to co-operate in every way with the staff of the Normal School.

EXTRA SCHOOL ACTIVITIES.

The extra school activities suffered somewhat during the first term due to the increased teaching load of the staff. In the second term all branches of the work—Students' Union, Glee Club, Orchestra, Dramatic Society, Debating Society, Year Book, and Athletics—received attention. In addition to providing wholesome, harm-

less enjoyment, this type of work trains in leadership and gives the student training in community activities which should be given careful attention by all teachers.

The Academic Cup was won by Miss Marion Ogilvie, of Ferintosh. The Alumni Scholarships were awarded to Miss Margaret E. McLagan, of Innisfail, and Miss N. Helen Mawer, of Stettler.

All members of the staff were employed in Departmental work, either Summer School or examination work, during July and part of August. Dr. Dickie, Mr. Dunlop and Mr. Hedley attended Fall conventions.

Environment plays an important part in the training of students. We are very fortunate in having caretakers who keep the building and grounds in excellent condition.

REPORT OF EDMONTON NORMAL SCHOOL

(G. S. LORD, *Principal*)

The following tables deal with the class in attendance during the academic year 1932-33:

	First Class			Second Class.			Total.		
	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
Fall Term, 1932	40	85	125	41	95	136	81	180	261
Spring Term, 1933....	38	85	123	37	92	129	75	177	252
Withdrew Dec., 1932..	....	....	2	....	....	7	....	.....	9

CERTIFICATES RECOMMENDED

First Class Interim	119	(Honours 7)
Second Class Interim	115	
Third Class	15	
Failures	3	
Total.....	252	
Special Penmanship Certificates	106	

Of the 123 students in the first class, four were recommended for third class certificates. The cause in each case was failure in practice teaching.

Of the 129 students in the second class, 11 were recommended for third class certificates and three failed. Of the former (third class), seven failed in practice teaching. The three students who failed outright were unsuccessful in both practice teaching and the professional subjects.

The winners of the Edmonton Public School Board scholarships of positions on the city teaching staffs were Miss Jean McNally and Mr. Brian Piercy.

Honours standing (excellent in both practice teaching and the professional subjects) was made by the following: Anders Aalberg, Edna Dakin, Rosamond Dobson, Jean McNally, Dorothy Niddrie, Brian Piercey, Mary Williamson.

The Strathcona Trust scholarships were won by Archibald Clouston and Floy Brent.

In the matter of intelligence our students appear in a favourable light. The American Council of Education received reports from 425 universities, colleges and Normal schools, which used the Thurston Psychological Tests in 1933. On the basis of median

scores this school stood 27th in the list. The Grade XII examinations would appear to be quite selective. Our first class students as a separate group would stand fifth on the list and the second class students 63rd.

The Normal School play this year was Shakespeare's "Twelfth Night." It was well received. The programme of the closing concert consisted entirely of music. Very many parents and friends of the students were present. The orchestra was up to its usual high standard. The Friday afternoon class programmes were, perhaps, the best in the history of the school.

The gift of the class of 1932-33 to the school was an excellent portrait of N. de Grandmaison, A.A.S.A., entitled "Chief Eagle Plume—Chief of Blood Indians, Alberta."

The president of the Students' Union for the winter term was Mr. Hedley Abbott. The vice-president was Miss Mary Williamson.

During the Easter vacation, the Normal School Alumni Association held a very successful reunion.

The staff of the Practice School was the same as for the preceding year. The annual plays of this school are highly spoken of in the city. The school publishes monthly a very superior paper, "Chatterbox." The art work continues to receive many awards at the Edmonton exhibition. The pupils find much enjoyment in their rhythm bands.

REPORT OF THE CHIEF INSPECTOR OF SCHOOLS

(G. W. GORMAN)

The school inspection staff numbers 29. Twenty-seven inspectors are assigned to the inspection of public school work, while two others devote their time exclusively to the inspection of rooms in which only high school units are taught.

CHANGES IN STAFF.

In September Mr. H. E. Balfour, M.A., of the Edmonton Normal School, returned to his former post as inspector for Grande Prairie, replacing Mr. D. J. W. Oke, M.A., who resigned. Inspection of the public and separate school rooms in the cities of Calgary and Edmonton has been suspended since April 1st, 1932.

INSPECTORS, WITH DIVISIONS AND DISTRICTS.

Information as to inspectoral divisions, inspectors, number of districts and number of rooms assigned to each, is set out in the following table:

Inspectorate and Inspector.	No. of Dists.	No. of P.S. rooms	No. of H.S. rooms	No. of rooms in operation
Athabasca—W. H. Swift, M.A.	110	127	2	120
Barrhead—H. B. Trout, B.A.	131	146	6	150
Bassano—W. H. Edwards, B.A.	107	139	10	143
Calgary Rural—J. A. Macgregor, B.A.	132	167	16	182
Camrose—D. M. Sullivan, M.A.	130	167	14	181
Coronation—W. E. Frame, M.A.	130	169	12	178
Edmonton East—J. J. LeBlanc, B.A.	128	173	7	180
Edmonton West—J. H. Hutchison, B.A.	126	161	11	166
Foremost—H. C. Sweet, B.A.	162	192	10	195
Grande Prairie—H. E. Balfour, M.A.	121	137	9	136
Hanna—L. A. Thurber, B.Sc.	114	190	21	210
High River—X. P. Crispo, M.A.	137	185	27	206
Lamont—C. H. Robinson, M.A.	97	160	10	169
Lethbridge—Owen Williams, B.A.	96	206	46	250
Macleod—C. C. Bremner, M.A.	123	199	34	227
Medicine Hat—F. S. Carr, B.A.	146	217	26	207
Olds—R. H. Liggett, B.A.	134	159	15	174
Oyen—R. J. Scott, B.A.	154	161	4	158
Peace River—Geo. L. Wilson, B.Sc.	122	148	10	151
Red Deer—A. R. Gibson, M.A.	133	168	17	184
St. Paul—J. L. Gibault, B.A.	141	184	6	184
Stettler—W. E. Hay, B.Paed.	139	169	18	186
Trochu—W. J. McLean, B.A.	141	171	12	182
Vegreville—A. L. Doucette, B.A.	124	185	5	180
Vermilion—H. R. Parker, B.A.	143	160	4	164
Wainwright—Lorne Good, B.Sc.	135	154	12	166
Wetaskiwin—John Scoffield, B.A.	146	176	8	182

The average number of school districts assigned to each inspector was 130, while the average number of rooms was 170. The high school rooms, as enumerated above, while situated in the inspectorates as indicated, are under the jurisdiction of the high school inspectors. The inspectoral divisions must, because of local conditions, roads, railway facilities, natural boundaries and the nature of the administrative problems obtaining, vary considerably in area and in number of districts. From time to time account is taken of these circumstances, and efforts are made accordingly to set out a fairer equalization of work.

THE WORK OF THE YEAR.

The statistical returns for the year indicate that the inspectors carried out 4,831 inspections as follows: 3,327 rooms were inspected once, while 709 received two visits and 7 received three visits. Inspections were carried out also in 23 private school rooms and 42 Indian school rooms. This statement includes inspections made in the cities of Medicine Hat and Lethbridge, together with other casual inspections of high school work. With the exception of 456 instances, in which uncontrollable circumstances interfered, all rural schools received at least one inspection during the year and, as stated, 709 received two inspections.

Individual reports have been received from all school inspectors. These deal in great detail with the problems facing school boards, teachers and officials, and in each case give highly authentic statistics for information and comparison. By assembling these reports it is possible to obtain a province-wide picture of the educational situation. In the following pages the reports of the men on the field have been consolidated through a liberal use of excerpts. While local conditions vary considerably, especially as between widely separated areas, there is substantial agreement as to educational problems throughout the Province, and measures necessary to effect progress. Conditions in the respective inspectoral divisions have been summarized and general observations offered in the preamble to each of the five headings which follow in the order named.

A—Conditions affecting educational progress.

B—Supervision of class-room instruction.

C—Operation of schools during 1933.

D—Advanced instruction.

E—Evidences of progress and outlook for the coming year.

A—CONDITIONS AFFECTING PROGRESS.

Under the economic and financial crises of the past few years well-established political systems have tottered. Trade channels throughout the world have been dislocated, and every country has been forced to take desperate measures to preserve its economic life and political integrity. Within the nations public and private debts have continued to mount, and distress has become so acute that thinking people are beginning to question the most fundamental truths. Four years of adversity have depleted reserves of money and clothing, and have tested the equanimity and fortitude of the stoutest hearts. The year that has passed has been, in many respects, the most difficult since the formation of the Province, and it would be idle to deny that it has taken heavy toll from the schools. True, within the four walls of the school itself industry, effort and enthusiasm have not waned. There is no depression in the class-rooms; the morale of the children has not been lowered. The anxiety and widespread pessimism throughout the adult world

finds no counterpart in the class-room, where dividends in the form of well invested time and effort are as great as ever. But if educational service has been maintained unimpaired to date, which few will question, it has been at cost of great sacrifice and through measures unique and ingenious.

Problems have been courageously faced by Departmental and school officials, governing and financing bodies. Since debentures for the construction of new schools have no market, trustees have had to resort to other expedients. A number of log structures have been built, voluntary labour has been invoked, arrears of taxes have been paid through labour, temporary buildings have been set up, and various other unusual methods used to keep the educational wheels turning. One of the chief claims of The Tax and Rates Collection Act, in force now for three years, was that it would strengthen the borrowing powers of the districts. This claim has been realized, and if arrears have accumulated the cause lies in the shrinkage of private revenue. It is too early as yet to judge of the efficacy of The Tax Consolidation Act, but in some areas collections have materially increased, where advantage has been taken of its provisions. The payment of the equalization grants has been a boon to many districts with low assessments, thereby easing materially the burden of financing this type of school. School districts situated outside the bounds of any municipal district have, in cases of urgent necessity, received government guarantees to negotiate small bank loans, the proceeds of which were used to make payments towards the teachers' monthly salary.

While bodies responsible for collecting and expending funds have been surmounting almost insuperable obstacles to maintain interrupted service, teachers have shared the burdens by accepting drastic salary reductions. In not a few cases salaries are months in arrears. School budgets have been scrutinized with so discriminating an eye that no provision has been made for purchase of physical equipment such as maps, supplies and books. By rigid economy it has been possible throughout the Province to provide at least minimum service, and the slogan of the school is "business as usual." This statement is borne out in the following figures which show that the number of pupils enrolled in our schools showed an increase of 650 over the previous year, and 96.5% of all schools operated for a period exceeding 160 days.

Organization of new districts occurred chief in the northern sections of the Province. In all 20 new districts were established during the year and one rural high school district.

The quotations which follow outline the situation in more detail and with reference to specific areas.

"The problem of tax collection and the financing of schools has not been made easier in 1933; the situation is much as it was at the close of 1932. To boards of trustees and to many taxpayers, 1933 has brought more disappointment than did 1932. It promised much improvement in cash returns from crops; but with the losses from frost, rain and snow, the cash returns have been no better. It promised relief through the consolidation plan of payment of arrears of taxes, but there have been many defaults in payment.

"The secretaries of the two municipal districts of the inspectorate gave every publicity to The Tax Arrears Consolidation Act, while I

circularized all secretaries of school districts not within the municipalities. In late August there was every indication that a large number of taxpayers would take advantage of consolidation. But by the first of October, some could not see prospects for meeting the agreement of consolidation, and they failed to file their applications. Others made application and have failed to meet their payments in December. The Tax Arreras Consolidation Act offered an equitable solution to the problem of the delinquent taxpayers, but by reason of the reverses experienced by farmers this year, the application of the Act has fallen short of its possibilities.

"Experience has proven the futility of organization of school districts in sparsely peopled settlements, until the people concerned have shown their readiness to co-operate in the donation of labour and time to the construction of a temporary log building. It is better to urge the completion of the main log structure as a community undertaking before encouraging organization. And under this plan of procedure a few settlements are taking action during the present winter season."

INSPECTOR GEO. L. WILSON, B.Sc., Peace River.

"The economic position of the people of this inspectorate has been worse during 1933 than in any previous year. Spring seeding was much later than usual, but crops looked very promising during the summer. A killing frost at the beginning of September ruined the prospect; rain, fog, heavy frosts and snow delayed threshing and lowered grades of grain that might have been saved; finally deep mud and frozen ruts prevented the hauling of produce to the railway points.

"The effects of this succession of disasters upon education have been very serious. In the villages the streets, stores and elevators have appeared deserted; business has been the poorest ever known; and it will be difficult to avoid further inroads upon salaries, debenture payments, equipment and operation on account of the difficulty of raising money by taxation.

"Very commendable efforts have been made to pay taxes by means of supplies and services, such as board for the teacher, fuel and labour. Teachers having homesteads in the district have secured improvements, feed and live stock, the treasurers making book entries to correspond.

"All schools lack adequate libraries, good furniture, repairs and playground equipment. So many pupils are unable to buy text-books, note-books and pencils that all trustee boards are being asked to provide these."

INSPECTOR H. E. BALFOUR, M.A., Grande Prairie.

"In view of the difficulty which new communities experience in erecting and supporting the operation of a school, effort is not being made to organize districts unless a strong desire is shown by the residents for school facilities, and some willingness is manifest that they are prepared to undertake the work of putting up a school building with a reasonable degree of enthusiasm. Experience has shown that where this enthusiasm is lacking that it is of little use to form a school district. Every help and encouragement is given to those communities which earnestly desire a school and are prepared to make efforts and sacrifices for the education of their children."

INSPECTOR W. H. SWIFT, M.A., Athabasca.

"Schools have continued to operate throughout this division in spite of the uncertain revenue from month to month. Trustees and ratepayers of this area do not favour school closure, and do all in their power to have the schools function. Certain municipalities have been unable to extend their credit with the banks for school accounts, and such districts finance their schools directly from tax collections. These municipalities find it difficult to supply school districts with funds sufficient to meet their current obligations because of a lack of tax payments. The greater portion of the inspectorate is in three municipalities in good

standing, able to obtain bank credit, so that the financing of most of the schools in this division is guaranteed for 1934."

INSPECTOR A. L. DOUCETTE, B.A., Vegreville.

"While the morale of the people has suffered, this deterioration has not been in proportion to their economic loss. The degree in which educational gains previously made have been maintained is remarkable. In almost every community those who would close the schools find themselves overwhelmed by the others who are determined that the children shall get an education. This latter attitude is a tribute, not only to parental instincts and the mental fibre of our citizens, but also to the educational organization and attitude previously established by the Province, and to the local leadership which is at work in most communities.

"In view of the difficulty experienced by the newer districts in operating their schools and the contraction in provincial revenues, organization work has not been actively pressed. Only four new school districts have been established during the year. In one of these, school is being conducted in a satisfactory log building erected by voluntary labour; in another, temporary quarters in a small frame building are being used; in the remaining two, which were recently established, a building is not yet available.

"That in some cases a need for school facilities exists which is not being met is indisputable. A considerable influx of settlers from drier areas into the north-west portion of the inspectorate during the present year has increased the need. There is, however, some doubt as to how long many of the recent homesteaders will retain their holdings, and in the meantime it seems doubtful policy to erect new schools in those districts where there is no money available from local sources to operate them when opened."

INSPECTOR H. B. TROUT, B.A., Barrhead.

"There has been no evident improvement in the economic position of the farming population during the past year, as any appreciable increase in the returns that might have accrued from a slight increase in the market price of wheat were offset by a lower yield and poorer gradings. As a result, school and municipal organizations in the great majority report the tax collections to have been disappointing and inadequate to liquidate the bank loans contracted to finance school operation during the past year.

"Complaints as to increased tax rates, inability to pay requisition instalments at regular intervals and difficulty in obtaining full details from the municipality by the district administration can be satisfactorily explained and grounds for suspicion and criticism removed by a closer basis of co-operation between the budgeting authority, the trustees of the school district and the tax-collecting agency, the municipal organization. As soon as the ratepayers improve their economic position and are again in a financial position to discharge their tax obligations in each year, the practical advantages of The Tax and Rates Collection Act will be readily recognized. As in the past year, the generous scale of grants paid to the weaker school districts in the inspectorate have been responsible for the regular operation of the schools and the protection of salary claims.

"Inability to dispose of school district securities on the bond market has seriously checked improvement in school buildings and the erection of new modern structures, where the existing plants should be replaced or transformed to meet the needs for a more extensive graded organization. As a temporary expediency, community halls and even rooms in a private dwelling have been adapted to class-room purposes so that the teaching service might be broadened out to take care of newer developments. For the initial school house in two newly erected districts, log structures were built by voluntary labour and a grant of \$200 by the Government to cover in whole or part the outlay for material. Generally, the older buildings are kept in very commendable repair, and with few exceptions

the equipment is replaced as newer items are required. In very few localities is there a systematic and sustained attempt to beautify the grounds of the school through a well ordered ornamentation to raise its setting above the dull uniform landscape of the surrounding territory."

INSPECTOR J. J. LEBLANC, B.A., Edmonton East.

"The attitude of the school boards in cutting expenditure has had the regrettable result that the equipment of the different schools is deteriorating more and more. It has been possible to secure very little money for the purchase of maps, primary supplies, and library books. The lack of suitable supplementary reading material is directly affecting the ability of the pupils to gather meaning from the printed word. It is also highly desirable that the reading habit be acquired during the time that the pupils are in school, as it is very unlikely that this habit will ever be learned otherwise. In the opinion of your inspector it would be advisable to direct that a certain amount of the grants paid by the Department should be expended on the purchase of library books or other needed equipment. Many two-room schools are attempting to teach the various science subjects with entirely inadequate equipment.

"In the Lamont Inspectorate there are 94 departments where the pupils are entirely of Ukrainian descent, and 31 where part of the pupils are of Ukrainian descent. The following figures shows the number of teachers of Ukrainian descent in these schools: 1929, 48; 1930, 59; 1931, 68; 1932, 75; 1933, 85. For the first time more than half of the teachers in the Lamont Inspectorate are of Ukrainian descent. The ability of these teachers to appreciate the point of view of the people among whom they are working enables them to do excellent work. Those who have graduated from the Normal schools in recent years are usually better equipped to face the language situation than those of some years ago, who were often unable to speak idiomatic English free from non-English accent. The tendency of some of the teachers of Anglo-Saxon origin to consider pupils of Ukrainian origin as not being on the same level as themselves in many instances prevented the best work being done."

INSPECTOR C. H. ROBINSON, M.A., Lamont.

"Conditions generally over the Wetaskiwin Inspectorate during 1933 have shown improvement. Everywhere expenditures have been curtailed, but in the eastern and central sections crops have ranged from good to excellent as moisture everywhere has been sufficient for agriculture. The season was so late that many good crops in the west country were ruined by early frosts. The lumber trade in this section has been fairly good, however, and has assisted many settlers to provide for their families. Unfortunately, one of the large saw-mills on Buck Lake was burned early in the season. In the autumn a new company from British Columbia came into the field and established a big plant between Winfield and Buck Lake."

INSPECTOR JOHN SCOFFIELD, B.A., Wetaskiwin.

"In this area the financial condition of the schools is becoming serious by reason of delayed payment of the requisitions. Although all the schools therein operated until the close of the present year, the outstanding liabilities are in most cases quite large."

"Combined with a better collection of taxes and the resulting effect upon municipal financing, we note a careful and judicious expenditure of funds by local school boards. All items of expenditure were closely scrutinized. Somewhat reduced salaries permitted a lowering of the requisition. All these facts aided in maintaining the average school district in a financial condition which made full-time operation possible."

INSPECTOR LORNE GOOD, B.Sc., Wainwright.

"Opening with a very severe winter and a late spring, 1933 developed into a very good crop year. Prices were somewhat higher than in 1932,

so that there was no curtailment of educational opportunity. The periods of operation of the schools were absolutely at the maximum allowed by the financial conditions of the municipalities. There was only one school that did not operate, and that was because of the absence of children in the district.

"There has been a migration of farmers' families from the south and east into certain parts of the Red Deer Inspectorate. In all cases but one the school accommodation, though taxed to its utmost, was sufficient for these newcomers."

INSPECTOR A. R. GIBSON, M.A., Red Deer.

"Over most of this area conditions are ideal for mixed farming, and at the same time it produces vast quantities of wheat. With the return of normal conditions in the economic world, there is no possible reason why it should not become one of the most desirable parts of the country in which to live."

INSPECTOR R. H. LIGGETT, B.A., Olds.

"Although school districts had little in the way of a cash balance to commence the year 1933, school fund accounts were sufficiently improved over January of the previous year that there was some cause for optimism with respect to recovery in educational activity and progress. With one exception borrowings for operation of schools for the spring term were negotiated by municipal officials without the necessity of securing government guaranteed loans.

"Extreme drought conditions in the growing season, the most destructive and general in the history of the inspectorate, entirely changed the outlook for the fall term. School officials hesitated to commence operation, and it was not until the latter part of September that all children were finally in school. That costs might be shared, it was necessary to encourage joint operation in those districts where the school population was sufficiently few to warrant the union of school districts."

INSPECTOR R. J. SCOTT, B.A., Oyen.

"Municipal councils, realizing the difficulties which ratepayers are facing, have in some instances reduced the mill rate lower than that required to provide necessary adequate services within municipalities. For example, Keoma M.D. has a two mill rate in the hope that, since the mill rate is particularly low, all taxes will be paid promptly. Results have not justified this opinion.

"The depression has most strikingly pointed out the need for improved administration of our schools, and I am convinced that the suggested New Education Bill is now an absolute necessity."

INSPECTOR W. H. EDWARDS, B.A., Bassano.

Conditions affecting education have remained much the same here as prevailed in 1932. If anything the paying power of the country has decreased. On the average the crops were light, and in many instances they were a complete failure because of drought and grasshoppers. While most of the districts operated full time a few were forced to delay the opening of their schools this fall as much as a month because of lack of finances. About one-third of the rural districts started the autumn term without any hope whatever of being able to pay their teachers or to meet their other liabilities, but as they were able to find many teachers willing to go to work under these conditions the schools were kept operating."

INSPECTOR C. C. BREMNER, M.A., Macleod.

"Financial conditions affecting business generally were reflected in the operation of schools. Certain services hitherto considered necessary were curtailed or dispensed with entirely. Rather than involve districts in additional school expenditure officials imposed heavier loads upon

class-room teachers. In other years when faced with similar problems of heavy enrolment in the schools, additional class-rooms were invariably put into operation.

"In all school departments the essentials only have been stressed."

INSPECTOR OWEN WILLIAMS, B.A., Lethbridge.

"While grain production in Southern Alberta as a whole in 1933 was considerably below that in 1932, a remarkable exception to this general tendency in the southern part of the Province is to be recorded in the case of the territory which is included in the Foremost Inspectorate in the south-east corner of the Province. Due to precipitation above the average, more pronounced in the central and southern portions of this division, the wheat crop showed a material increase over that of either of the preceding two years. Since this was accompanied by the rise of wheat prices of from 15 to 20 cents per bushel above the 1932 level, the position of the wheat farmers in this territory has been well maintained.

"Cattle and sheep raisers of the south-eastern parts of this division, near the Sweet Grass and Cypress Hills and in the eastern Milk River valley, have benefited from the moderate upward trend of live stock and wool prices.

"The oil refineries at Coutts have had an active year; plants have been further enlarged and numbers of employees increased in the fall season; the benefits of this have been evident in the maintenance of favourable financial conditions at this point.

"As a result of the local financial support of the schools, the continuance of the Government grants at approximately the same rates as when operating expenses were higher, and the case in expenditure on the part of the trustees, the schools in the Foremost Inspectorate have operated for the same periods as in the previous years.

"During the fall term twenty-nine districts which did not operate their own schools on account of their small school population co-operated with others; the payment of fees for children's tuition by these co-operating districts in many instances is of very helpful assistance to the districts which operate the schools which these children attend."

INSPECTOR H. C. SWEET, B.A., Foremost.

B—SUPERVISION OF CLASS-ROOM INSTRUCTION.

The theory that the inspector's time is fully occupied with supervision of instruction and inspection of schools may be tenable in well-settled districts of the older provinces. It is by no means true in the Province of Alberta where technical phases of the inspector's duties are outweighed in importance by administrative problems. In years of prosperity schools are generously supported, new districts are erected in rapidly increasing numbers, commodious buildings are constructed, equipment is brought up to date. The advice of the inspector is constantly sought and generously given. On the other hand, in times of depression building operations are curtailed, while school attendance increases. Adversity impels all classes of people to limit their wants to the barest necessities, and to canvas all possible ways of conserving resources. More than ever the inspector is now called upon to ensure normal operation of each school district, and must have authoritative information as to new legislation in the field of taxation. He must be an expert in suggesting methods of raising funds in areas where resources are depleted, and must be able to enlist co-operation to meet common needs without the expenditure of money. He is, in short,

the representative of the Department in the field, is, in fact, "the eyes and ears of the Department." He is in each rural district the attendance officer, he must see that the school law and regulations are properly interpreted, and must try to give effect to the educational policy of the Government, whether temporary or permanent. The above duties are largely administrative in character.

In addition, the inspector as a highly trained expert is constantly directing his efforts to improvement of instruction. As a matter of routine he is expected to report on the academic and professional equipment of the teacher, the quality of the instruction offered, the organization of courses of study and interpretation of curricula, the conditions affecting teaching power and pupil progress. It is unfortunate that the exigencies of the times have subordinated the inspector's most important functions so that his role of supervisor is too infrequently fulfilled. For a good supervisor is the teacher's helper and friend. He assists the teacher in organizing the work; he demonstrates modern methods of teaching; he recommends suitable literature designed to shed light on education as an art and as a science. In a word, he is experienced, sympathetic and kind. His criticisms are constructive, he is well fitted by training and temperament to find the weak spots in the teacher's armour and to suggest new or well tried weapons to defeat the forces of ignorance and discouragement. It is reasonable to hope that a time is coming when these phases of the inspector's duties will have freer scope, that ways and means will be found to release him more fully for purposes of supervision, so that teachers may have ready access to him for inspiration and advice.

The conclusions of inspectors as set forth in the following quotations show that teachers are improving in technique and effectiveness. Normal graduates are bringing a more efficient training to their task, and teachers of experience devote themselves to the discharge of their duties with greater zeal. The tenure of office is gradually lengthening, and more and more, teachers are improving their academic and professional background through home study courses and attendance at summer school. It is a tribute to the idealism of the profession that teachers throughout the Province are continuing faithful to duty and loyal to the best traditions even under discouraging conditions. All reports pay respect to the sincerity and diligence of the teaching body.

"This year I attempted a survey of the teaching procedure and results in the civics portion of the citizenship courses for the sixth, seventh, and eighth grades. I re-read "Studies in Citizenship" keeping in mind the outline of the prescribed course, and while doing so I listed fifty points which seemed of most value in everyday experience. These were arranged on one test sheet in the form of an objective or point test, headed with detailed instructions for each pupil. This test was given in nearly every school visited during the year.

"Where high scores were obtained, an effort was made to find whether the knowledge had been gained from direct instruction or from experience out of school. And invariably, when a pupil showed understanding of such terms as "credit," "Travelling Library" or "Y.M.C.A.," I found that he had gained his understanding by contact with these things out of school. Less than 20% of the rural pupils knew the meaning of such term as these. The rural child who claimed that "Y.M.C.A." meant a radio station was possessed of strong powers of inference. He

probably knew much about King John and Domesday Book or the Wars of the Roses. But when confronted with the name of an institution standing today to serve the physical, mental and moral well-being of a boy or his grown-up brother, the best he could do was to make an intelligent guess—and wish that I had tested him in history. Yes, instruction in civics, instruction in fact and principle required for an elementary understanding of society and government and required for an intelligent reading of a newspaper, falls short of what the school should provide.”

INSPECTOR GEO. L. WILSON, B.Sc., Peace River.

“Of the teachers holding second class interim certificates, one has taught eight years and one nine years. In both cases there have been several inspectors’ reports, none of which were better than F.G. I beg to urge again that a reasonable limit be placed upon the length of time that interim certificates shall be valid.

“Most of the recent Normal School graduates are doing a splendid type of work. Like those who have taken refresher courses at Summer School, they are energetic and interested. They attempt a very large amount of teaching; their usual faults appear to be neglect of drill and review, failure to supervise pupils’ work, and lack of familiarity with standards of achievement for each grade.

“Silent reading, with written seat work assignments, is given quite good attention. In a few schools oral reading is being given its proper place to test recognition, pronunciation and enunciation in the lower grades, and to provide training in expression in the higher grades. However, comparatively few of the selections in the readers are really worth any “elocutionary” effort. All teachers are looking forward to the introduction of the newly authorized set; it is to be hoped that they will provide material of distinctly different types. The seat work assignment, “Study the next lesson,” which means “Stare at your book and keep quiet,” is still too common in the land.

“Physical training is generally neglected; even simple playground equipment is generally missing. A revision of this course, with greater provision for games involving general activity and with less cumbersome commands for the few formal exercises, is needed for rural schools.

“We seem to need a collection of “Songs for the people” specifically adapted to children’s voices; alto, tenor and sometimes bass parts could be added in the higher grades. The thorough teaching of melody and time, the cultivation of tonal qualities, and above all, the memorization of the words, would enable children to join with their elders in singing, and would provide a means of enjoying song throughout their lives. This has been accomplished in other countries.”

INSPECTOR H. E. BALFOUR, M.A., Inspector of Schools.

“Teaching conditions are not good in a great many districts. Equipment is not being replaced as it becomes worn out. School boards being unable to keep their salaries paid up are making no expenditures for maps, blackboards, library books, or seat work materials. The absence of even small amounts of cash in the treasury of many school districts, especially those in newer homestead districts, has meant that during the year very necessary minor repairs and requirements have not been attended to. Much resourcefulness is being displayed by teachers in providing seat work materials out of whatever is at hand. It is very difficult to keep up enthusiasm when the physical conditions for teaching are not present. Over two-thirds of the school districts of the inspectorate are in arrears with salaries at the end of the year. Some of these are not seriously behind, but in a great many cases the default is to such an extent that the teachers are suffering real hardship and much uncertainty that detracts from the ability to do their best work.”

INSPECTOR W. H. SWIFT, M.A., Athabasca.

"The percentage of teachers holding first class certificates increased from 18.86% to 27%, while the second class certificates decreased from 76% to 70%, and the third class from 4% to 2.7%; permanent certificates decreased from 61.14% to 56.35%, and interim certificates showed an increase from 38.86% to 43.65%. This fluctuation may be attributed in large measure to the fact that many teachers who previously held a permanent second class certificate have recently qualified for a first class.

"Language work in all its phases is receiving better attention. There is now more correlation between that subject and the other units of the curriculum. Nevertheless, the fact remains that a good many teachers of New Canadian parentage are not sufficiently trained in English to give instruction of the desired quality in that subject."

INSPECTOR J. L. GIBAULT, B.A., St. Paul.

"The professional qualifications of 162 teachers whose work was inspected was:

Certificate.	Interim.	Permanent.	Total.	Per centum.
First Class	27	42	69	42.592
Second Class	31	61	92	56.790
Third Class	1	0	1	.618

"The increase in the proportion of teachers holding first class certificates was approximately 9.25% over last year and 15.75% over 1931.

"The years' experience as stated by the teachers was: Less than 1 year 18, per cent. 11.11; 2 years 23, per cent. 14.19; 3 years 25, per cent. 15.43; 4 years 27, per cent. 16.66; 5 years 18, per cent. 11.11; over 5 years 51, per cent. 31.482.

"Teachers are giving faithful service, and the great majority are doing efficient work."

INSPECTOR H. R. PARKER, B.A., Vermilion.

"Thirty-nine teachers have attended summer school after five years of teaching; thirty-one have not attended summer school at all since graduation, in some cases with a period of 15 to 20 years since leaving Normal School. Such teachers are giving good service and the classes rank well, but up-to-date ideas of theory and method should be considered because of changes in educational practice in recent times.

"Eleven apprentice teachers from Normal School visited allotted schools before Easter and 23 after Easter, making a total of 34 rooms with student teachers. Thus about twenty per cent. of the schools in the inspectorate had practice teachers visiting them. I visited certain schools where this work was being conducted to render assistance to teachers in the grading of the student teacher. This rural teaching session is very valuable, and one might truly say that it is the most helpful the student undertakes in his Normal School work because it is the very situation which the teacher will be confronted with after graduation. I am in favour of the plan, and I know of no adverse comment from the teachers, the latter showing a willingness to co-operate. The student teacher imbibes much in the line of information, school discipline, room management, playground activities and daily preparation, with continuity of lessons and multiple-grade organization."

Years..	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	19	20	Total
Experience:																			
Fair	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4
F.G.	16	3	1	3	1	3	2	...	...	...	...	...	...	...	...	...	...	...	29
Good	6	19	17	10	14	9	2	6	3	4	1	1	1	...	...	...	...	...	93
V.G.	...	2	3	4	2	...	2	7	3	3	1	1	2	...	...	...	...	1	31
Excellent	...	...	...	...	...	...	...	...	...	...	2	1	...	2	1	1	2	1	10
Total	26	24	21	17	17	12	6	13	6	7	4	3	3	2	1	1	3	1	167

"The table reveals a great deal of interesting data on length of service and the related efficiency of teachers."

INSPECTOR A. L. DOUCETTE, B.A., Vegreville.

"Literature.—There is a marked need of more lessons which bring out the feeling, emotion and general appreciation of the various literature selections. In a great many instances the time-table calls for literature lessons, but these develop into oral reading and story telling.

"Composition.—Oral composition is slighted in both junior and senior grades, especially in the non-English schools, so that children lack vocabulary power and the comfort of free expression. This fact has rather deplorable results when pupils reach high school grades.

"Art.—Considering the training received at Normal School teachers tend to slight this subject, especially the "picture study." The standard of work among the Ukrainian pupils is very high indeed.

"Twelve per cent. of the experienced teachers graded "fairly good," and for these I have advocated a summer session. The four teachers graded "fair" display a marked language handicap.

"Salaries being paid in all schools under my jurisdiction, including ungraded, graded junior, graded intermediate, graded senior rooms, of towns, villages and country:

Scale.	No. Teachers.	Scale.	No. Teachers.
\$ 500 to \$ 599	2	\$1,200 to \$1,299	2
600 to 699	23	1,300 to 1,399	0
700 to 799	47	1,400 to 1,499	1
800 to 839	10	1,500 to 1,599	1
840 to 899	66	Above \$1,500	1
900 to 999	25		
1,000 to 1,099	8		178
1,100 to 1,199	2		
Average salary			\$ 822.50
Mode			840.00
Median is approximately \$840 with 53.6% of the cases above \$840 and 46.4% below.			
Maximum salary (principal)			2,100.00
Minimum salary			500.00"

INSPECTOR A. L. DOUCETTE, B.A., Vegreville.

"On the whole, the quality of the teaching being done is decidedly satisfactory so far as knowledge and skill are concerned. But those aspects of learning which involve independent thinking and the acquirement of desirable attitudes and habits are generally neglected. Too many teachers regard the Programme of Studies as a taskmaster to be slavishly obeyed, rather than as a valuable aid in the work of building Canadian citizens. Although uniform provincial examinations are no longer required in any elementary school, subjects or grades, teachers find it hard to free themselves from the menace of not having "covered the course" by June. In consequence, the use of lesson-helps or manuals which present subject matter in tabloid or pre-digested form is often resorted to. Those teachers—and there are many of them—who realize that a lesson, imperfect perhaps in many points of technique, in which teacher and pupil establish useful mental or emotional contacts is more profitable than the letter-perfect 'warmed-over' lesson that never functions in the pupils' lives are really educating.

"Teaching conditions vary greatly. The enrolment in the schools ranged from 2 to 54, and the number of grades from 2 to 10. Teachers changed during the year in 45 of the 144 class-rooms operated. Of 110 ungraded schools, high school work was attempted in 39, or 35%. In some schools overcrowding exists. A serious lack of teaching equipment is a very general condition, libraries and supplementary readers being the most urgent need. In a relatively small number of schools the fact that the children's mother-tongue is not English presents an added problem. Thus results that deserve to be considered very good in one school may be barely passable in another. On the whole, it would be fair to say that the teachers are giving conscientious and effective service under difficult conditions."

INSPECTOR H. B. TROUT, B.A., Barrhead.

"Out of a total of 154 teachers inspected, 58 held first class certificates. This is a higher percentage of firsts than we have ever had before. All others have second class certificates—there are no thirds and there are no permits. There are 18 beginners; all others are experienced teachers. Almost without exception the teachers are faithful, conscientious and earnest. There has been no slackening of effort, despite the adverse conditions with which many of the teachers have had to contend.

"Salaries have fallen to new low levels. Sixty-five per cent. of the rural school teachers are now teaching for salaries below the statutory minimum. The lowest salary paid is \$500 per year, and there are a much larger number than ever before whose salaries range between \$550 and \$700 per year. The tendency appears to be for salaries to go lower still, for teachers, because of the scarcity of schools, appear to be willing to accept any salary offered rather than be without employment."

INSPECTOR J. H. HUTCHISON, B.A., Edmonton West.

"The following allocation of gradings was issued during the year 1933: Excellent 3, or 1.32%; very good 60, or 26.67%; good 114, or 50.65%; fairly good 42, or 18.67%; fair 6, or 2.67%.

"The teachers recently graduated from our Normal schools and in their first school, use commendable independence and resourcefulness in meeting daily problems. They bring good vigor, industry and enthusiasm to the direction of the school, and with very few exceptions are found to have enlisted the full co-operation and response of their pupils."

INSPECTOR J. J. LEBLANC, B.A., Edmonton East.

"There are fewer teachers holding second and third class certificates and more holding first class certificates. This increase in the academic qualifications of the teachers cannot but be for the good of the children with whom they come in contact.

"The following shows the total amount of experience of the teachers in this inspectorate: Less than 1 year, 39; 1 year, 12; 2 years, 16; 3 years, 13; 4 years, 17; 5 years, 11; 6 years, 11; 7 years, 6; 8 years, 4; 9 years, 5; 10 years, 3; 11 years, 6; 12 years, 2; 13 years, 2; 14 years, 1; 16 years, 1; 17 years, 4; 29 years, 1; 31 years, 1.

"The commonest fault in the schools continues to be that the pupils are not afforded sufficient opportunity to discuss the materials of the different lessons. There is too much emphasis placed upon fact learning and too little upon relating these facts to things that the pupils have already learned in school or in their life outside of school. For pupils of Ukrainian origin, it is particularly necessary that they should have ample opportunity for the practice of oral English.

"The new arithmetic books are being found quite satisfactory. Grade III pupils are having difficulty because they have not been taught in the lower grades to solve simple oral problems. The teachers see why Grade III pupils are having difficulty, and the pupils in Grades I and II are being taught carefully.

The following shows the gradings given the teachers teaching in the Lamont Inspectorate: Excellent 8, per cent. 5.1; very good 22, per cent. 14.2; good 99, per cent. 63.9; fairly good 26, per cent. 16.8; total, 155."

INSPECTOR C. H. ROBINSON, M.A., Lamont.

"On comparing previous reports I find that each year I report an improvement in the quality of instruction. If this improvement is real and measurable there should be a corresponding upward trend in the grading of teachers as to efficiency. It is possible, of course, that as teaching technique improves we who note this improvement may consciously or otherwise demand higher standards from those we inspect. If this is so, the improved quality of instruction will not be reflected in higher gradings on the whole. I am inclined to believe that there is a definite improvement in teaching from year to year. This comes about in a variety of ways. Publishers, particularly the past two or three years, are competing strongly with each other in the field of educa-

tional output. Each province has one or more teachers' magazines which find a wide sale. Conventions are well patronized, academic and professional zeal is greater, and finally the difficulty in getting and keeping a school adds to the scramble for mechanical aids to teaching, and acts as a spur to those who might otherwise be satisfied with rather mediocre achievements. These reasons, and doubtless others in addition, combine to improve the skill of teachers with one years' experience or more to their credit. The beginners, too, come better prepared than formerly. The week of rural practice teaching gives them confidence, and in addition the keen competition for schools tends to bring to the front the alert, energetic type of teacher.

"Including the 13 rooms of the practice school in Camrose, the distribution of gradings was as follows: Excellent 4, approximately 2%; very good 45, approximately 21%; good 121, approximately 57%; fairly good 39, approximately 19%; fair 2, approximately 1%.

"No conscious attempt was made to keep to any normal distribution curve, but the gradings cluster as usual about the middle rating. Exactly 20% are graded below good. This corresponds roughly to the proportion of teachers without experience."

INSPECTOR D. M. SULLIVAN, M.A., Camrose.

"There are definite indications that the staff in the rural schools is gradually becoming more permanent. In this connection the average tenure of the same teacher in the same school as at December 31, 1933, was one year and nine months. At the same date 38% of all the teachers employed in one-roomed schools had completed a tenure ranging from two years and four months to over nine years in the same district.

"The time I believe has arrived when some definite regulations should exist as to what subjects and what grades may be combined for any one particular year. A definite cyclic arrangement might be designated which all teachers who group grades would be required to follow for any given academic year. Pupils and teachers could then change schools with more continuity in work resulting.

"History and geography are still too largely handled by the pupil as a mass of innumerable facts to be memorized. Insufficient co-ordination of these subjects between themselves and with other subjects of the curriculum results in a lack of interest on the part of many pupils.

"The ratings given during the year were as follows: Excellent, 3.9%; very good, 21.9% good, 58.7% fairly good, 13.5%; and fair, 2.0%.

"Compared with the previous year a definite increase has occurred in those graded 'good' and a decrease in the number graded 'fairly good.' An individual inspector's basis of rating probably varies very slightly from year to year, and the above increase in teacher rating, I believe, reflects an increased earnestness, diligence and effectiveness upon the teachers' part as well as a desire to follow suggestions. While many teachers do not possess a finish in teaching technique, a versatility in method, an ease and efficiency in organizing the routine work nor a sufficiently wide and ready grasp of subject matter to warrant a grading of 'very good,' nevertheless through honest, conscientious effort, albeit at times rather laborious, such teachers do secure average results with the pupils, and their efforts at least warrant a rating of 'good' as a slight reward and encouragement."

INSPECTOR LORNE GOOD, B.Sc., Wainwright.

"During the past year I have had the pleasure of giving credits for noticeable improvement of teaching technique to a fairly large percentage of teachers with experience. The greatest deficiency that I notice in the equipment of teachers is the lack of originality and of ability to use an educative method of teaching; there are many who rely mostly on "rule of thumb" procedure, and but little on use of professional intelligence. Many teachers are much too prone to adopt the suggestions of others on the what and the how to teach and much too diffident about laying hold of the fundamental principles of teaching and applying them

intelligently in the use of thoughtfully devised method and carefully selected material.

"I find too many teachers trying to teach successfully without adequate mastery of lesson-material; too many simply 'take up' with the class text-book material in such subjects as geography, history and agriculture, in the same form as the pupil may find it for himself in the text; comparatively few teachers present lesson-material on the authority of their own mastery of it and with a pedagogically artful organization of it to suit the peculiar needs of the pupils. Drifting along the easy way of disciplinary teaching with an excessive amount of mechanical drill as, for example, that spent in arithmetical operations, on spelling of words in lists, on 'hearing' the pupils read the lesson for the day, is still to be found in many of my rural schools; but there are some teachers, and the number of them has increased considerably, who strive to make their teaching educative, good for development of thinking on the part of the pupils, of initiative, self-reliance and other personal resources. Much thoughtful study on the part of the teacher is necessary for the improvement of direct teaching as in the 'lesson' and of indirect teaching through good assignments properly given; there are not many teachers in ungraded schools who persist in making adequate preparation for both of these forms of teaching.

"The gradings given to teachers whose work I inspected during 1933 were: Excellent 12, 5.8%; very good 58, 28.29%; good 82, 40%; fairly good 48, 23.41% fair 5, 2.4%.

"Of the 12 teachers receiving a grading of 'excellent,' six hold certificates of first class, and six second class.

"Of the five teachers receiving a grading of 'fair' three were teaching on 'permits.'

"During 1933 the rate of salary to teachers of ungraded schools became disproportionately variable; at the present time the salaries being paid by rural school districts in the inspectorate vary too greatly, and according to no particular factor of ratio such as professional qualifications of teacher, number and range of the grades in which pupils are enrolled, number of pupils enrolled, location of district, financial resources of taxpayers, etc. While these districts are a little offensive to a person's sense of justice, they do not affect in any direct way the interests of the children in the schools, and probably will gradually disappear as economic conditions improve.

"The tendency of modern educational method is pretty definitely towards facilitating learning by encouraging the pupils to take on jobs involving the enjoyable use of newly acquired ideas and abilities. These jobs consist of manual work with paper, cardboard, pencil, crayon, paste, scissors, pictures and other such material suitable for children's manipulations. It is often the case that the teacher of the ungraded school correctly appreciates modern methods, but does not practise them on account of the board's lack of acquaintance with the fact that learning is accomplished by children in other ways than by reading from text-books and reciting from memory.

"Within recent years teachers of the ungraded schools have been making attempts to introduce into the programme of school work another factor of educational progress—some systematic pedagogical procedure to ensure the pupils' acquisition of skill in 'silent reading.' In this case, too, there is at the present time a shortage of means whereby practice of the right kind and of sufficient amount may be had; but few rural schools have an adequately large stock of good books for children. It does seem like a waste of time to go on with a preliminary for which there is no sequel; any worth-while attainment in 'silent reading' implies much reading of books; to make progress in silent reading pupils must have easy access to many interesting books. Should not steps be taken at once, even in these hard times, to equip each rural school with a large library of books suitable for children?

INSPECTOR W. E. HAY, B.Paed., Stettler.

"Standing of teachers in schools during the year:

Certificates as follows: First class permanent, 26%; first class interim, 18% second class permanent, 45% second class interim, 11%. One teacher held a third class certificate.

"Inspector's grading as to efficiency, etc.: Graded excellent, 14%; graded very good, 54%; graded good, 27%; graded fairly good, 5%; graded fair, 0; ungraded, 3 teachers.

"This is evidently a high grading, but a low grading of a teacher can serve no good purpose, as it tends to dishearten and to destroy confidence both in the teacher herself and in the parents of the pupils. If it is found that a teacher is neglecting the work, there will be no consideration in connection with the rating. Or if a teacher is over confident and attempts too much, a checking is sometimes necessary."

INSPECTOR W. J. McLEAN, B.A., Trochu.

"The most discouraging of the teachers who fail to do satisfactory work are those of considerable experience and ability who have lost interest, and have settled down into an unvarying routine. It is very difficult, if not impossible, to help them. I usually advise them to discard their old texts and notes (many of which are obsolete), to attend conventions and summer school, and to get in touch with the nearest discussion group, of which there are several in the inspectorate.

"I paid considerable attention to composition in the intermediate grades last year, and found room for improvement in many cases. The written work in all subjects was somewhat better. I consider the inculcation of habits of neatness in pupils a very important part of the teacher's duty. Fewer teachers reported difficulty with primary reading this year.

"The districts in the northern three-quarters of the territory are in comparatively good circumstances, and the majority of the teachers are getting the minimum salary, but the situation along the southern edge is entirely different. A succession of crop failures has made it impossible for schools to operate without assistance. Here the salaries are low and often in arrears. When this happens it is usually arranged that the teacher stays from one to three months in turn with delinquent taxpayers, who have suitable accommodation, and they receive credit on their arrears for the board furnished."

INSPECTOR W. E. FRAME, M.A., Coronation.

"Of 191 teachers visited during the year, 83 held first class and 108 second class certificates, the ratio being 56 to 44. Teachers with lower professional standing realize that if they wish to remain in the profession they must improve their qualifications, and are taking advantage of the various opportunities to do so. The Summer School, University Extension and other correspondence courses afford means to carry on this work, while some teachers, after being employed for a number of years on a second class certificate, have given up their positions and returned to high school. From present indications the time is not far distant when the second class teacher will, as has happened to the "permit" teacher, be a thing of the past."

INSPECTOR J. A. MACGREGOR, B.A., Calgary Rural.

"In addition to raising their academic standing, I note that practically all teachers are taking decided advantage of some of the best supplementary material that is available. There is not nearly as much of the 'lesson help' material in evidence in the schools as there was a short time ago. The majority of teachers have realized that type of material has little value for class-room purposes, and have discarded it in favour of sound teaching principles.

"The quality of instruction being given is in most instances very satisfactory. In rural schools I find that proper emphasis is being laid on the fundamental subjects, and a definite attempt is made to encourage pupils in all round advancement. Pupils are taught habits of self-

reliance and industry that are invaluable from the standpoint of citizenship. On the whole, the rural teachers are a very fine body of young people.

"Due to crop failures over a period of years there is difficulty in collecting taxes in this inspectorate. This condition is directly reflected in the teachers' salaries. Salaries have dropped in all types of school in this territory again this year. In the largest centres the drop has been about 10% to 15%; in the rural schools there is a great variation, depending on the local situation. In graded schools, teachers are receiving from \$750 to \$1,200, the average being about \$850. In rural schools salaries vary from \$400 to \$850, the average being about \$600."

INSPECTOR L. A. THURBER, B.Sc., Hanna.

"In teaching methods generally and in employment of interesting and effective devices for primary work, the teachers appear quite well equipped. The phases of the work in which the teachers most frequently require guidance are:

- (1) Standards of attainment desirable in both oral and written results.
- (2) The organization of the daily programme to assure valuable time economy, involving combination of classes.
- (3) Devices to secure effective pupil activity and interest in lessons.
- (4) How to make the most of instruction with a minimum amount of materials and equipment.
- (5) The manner in which to meet peculiar local problems effectively.

"Inspections made during the year totalled 148. The grading was as follows: Excellent 8, or 5.4%; very good 56, or 37.84%; good 52, or 35.27%; fairly good 28, or 18.92%; fair 4, or 2.7%.

"The percentage of those graded 'very good' over those graded 'good' shows an improvement over previous years. Teachers who remain in one position long enough to accomplish continuity of pupil progress and reliable classification of pupils frequently earn improved grading."

INSPECTOR R. J. SCOTT, B.A., Oyen.

"Since the measure of every school is the quality of the teaching in that school, I am still of the opinion that a high standard of work in order to obtain a good report is a valuable means of improving the products of learning.

"The teacher's preparation must be thorough, an understanding of children is indispensable, and self-improvement must be a constant aim. Unfortunately, library facilities for rural teachers are very limited. In an effort to overcome this difficulty, school magazines and complementary text-books which I receive from publishing companies are forwarded to teachers, and after perusal are circulated within the inspectorate.

"As in previous years, reports very closely approximate the normal distribution curve. This provides an excellent check on the inspecting, since any large group in any field of endeavour will approximately conform to a normal distribution curve.

"Of 190 inspections, the gradings are as follows: Ungraded 3, or 1.58%; fairly good 42, or 22.1%; good 97, or 51.05%; very good 39, or 20.53%; excellent 9, or 4.74%.

"Teaching conditions are on the whole satisfactory. Of schools inspected during the fall term at least a half of the school boards concerned had endeavoured to carry out recommendations of previous inspections, concerning improvement in school buildings and equipment needed, as soon as finances would permit of the required expenditure."

INSPECTOR W. H. EDWARDS, B.A., Bassano.

"Of the teachers inspected during the year 1933, an improvement in the number of teachers holding first class certificates is noted. The proportion of first class to second class certificates is approximately: first, 45%; 2nd, 55%. In addition to this, approximately 10% of the teachers show total or partial completion of Grade XII work.

"The general tone of teaching showed improvement, and in addition to the fundamentals being taught with greater attention to individual differences and needs, content subjects showed a freer use of projects, and socialized work. These add to interest, and as a result such subjects as geography, agriculture and history were taught with much less of the lecture type of teaching, and with greater participation and activity on the part of pupils."

INSPECTOR X. P. CRISPO, M.A., High River.

"It is rather depressing to go from school to school and see pupils in Grades IX and X upon whom the years spent in the class-room have had no apparent refining influence in either speech, dress or manners. In the purely academic side of education we are probably doing as well as they are anywhere, but in the finer and cultural aspects we are certainly failing, and it is very difficult to see where, as citizens, those pupils are going to be any more useful to themselves or society because of their schooling.

"The depression has revealed clearly how unfortunate it is that school libraries are no longer supported by government grants. These libraries are being depleted, and there is no means by which they can be built up again. The boards either cannot or will not spend money for library books. Many feel that with readers, scribblers and pencils a school should be complete."

INSPECTOR C. C. BREMNER, M.A., Macleod.

"To supplement reading material for schools, organizations and homes in Lethbridge were canvassed for old magazines. In this manner about a thousand were secured for distribution among rural schools. In the canvass I suggested Canadian magazines—McLeans, Western Home Monthly, The Canadian, The Canadian Geographic, etc., and the better type of American magazine—Ladies' Home Journal, Pictorial Review and National Geographic.

"Several of the I.O.D.E. chapters donated libraries to the value of \$10.00 each, to a number of schools in the inspectorate.

"I feel that some effort should be made to revive interest in school libraries so as to bring new reading material within reach of boys and girls."

INSPECTOR OWEN WILLIAMS, B.A., Lethbridge.

"The instruction given by the teachers is, as a general rule, satisfactory. Pupils coming in from other sections of the Province are no farther advanced in their grades, and the pupils entering the high schools from the rural schools stand high in their term tests.

"Gradings awarded teachers whose work was inspected during the year were as follows: Excellent 2, or 1.5%; very good 28, or 20%; good 94, or 67.1%; fairly good 16, or 11.4%.

"The reduction of teachers' salaries was most marked in the latter part of 1932; during 1933 the salaries have continued at much the same average as in the fall term of 1932. The average salary for the one-room schools has been between \$600 and \$800, with higher rates prevailing in the schools with two or more teachers. A number of rural districts with large enrolments have maintained the teachers' salaries at rates of \$840 or better. Accumulated amounts of salary owing to teachers have been fairly well dealt with during the fall, but payments of these will leave some of the districts with insufficient funds to meet all the expenses of the first term of 1934."

INSPECTOR F. S. CARR, B.A., Medicine Hat.

"A tendency toward increasing stability of staff and toward improvement of average qualification is evident from the following: Permanent certificates—1929, 40%; 1932, 55%; 1933, 64%; first class certificates—1929, 29%; 1932, 36%; 1933, 39%.

"In the teaching of spelling it is frequently necessary and, I feel, quite advisable in the school in which non-English pupils predominate or in the schools which operate for less than the usual ten months each year, to use much more time than the amount apportioned by the course of study to oral and visual concentration on letter-arrangement in words, to study and testing, and correction of word lists and dictation.

"The following is a classification of gradings awarded teachers on inspections during the year: Excellent 7, or 4.38%; very good 37, or 23.12%; good 90, or 56.25%; fairly good 26, or 16.25%; fair, 0.

"The extent of the reduction of teachers' salaries which occurred at midsummer is evident from the following comparison of average salaries during the two terms of 1933:

	Av. Salary June term, 1933	Av. Dec. term, 1933
Teachers of one-room schools	\$820	\$708
Teachers of public school rooms in graded schools	910	857
Principals and H.S. teachers	1,455	1,328

"The general condition of the school buildings and class-room interiors is still good; about 25 class-rooms were renovated at midsummer, or the schools painted or improved."

INSPECTOR H. C. SWEET, Foremost.

C.—OPERATION OF SCHOOLS.

While the ideal of full-time operation, for a period of ten months each year, is very fully realized throughout the Province, responsible bodies are becoming more and more concerned about prospects for the future. During the last two years in particular measures have been resorted to which, though temporarily effective, cannot in the nature of things be continued. In some cases guaranteed loans have been necessary to maintain operation. The equalization grant, which is related to ability to finance as represented by assessed valuation, has done much to ensure full time operation of schools in districts small in area and low in value for assessment purposes. Ordinary operating charges have been lowered to the minimum, and the teaching load has been increased. It has been found possible to co-operate with other schools where enrolment and accessibility were favourable. Evidences of co-operation as between school boards, municipalities and banking institutions are worthy of the highest praise. When this has been said it is no reproach to add that in many features our present system of small local districts is outgrown, and must sooner or later be replaced by a more flexible arrangement allowing for co-operation on a large scale, unhampered by the present restrictions of the small district boundaries.

The larger unit of administration can no longer be termed visionary. It has been tried and found dependable in two areas highly differentiated in resources and population, while in various other portions of the Province its salient features have been adopted on a small scale to the great advantage of the schools, and with complete confidence of the people most directly affected. What was known in 1929 as the Turner Valley experiment has become in four years a triumphant vindication of the theory that adequate educational opportunities may be provided for all children, regardless of the financial ability of the community in which they

happen to live. A plan of reorganization on a much larger scale was carried out in the Hanna Inspectorate during the year 1933, where 67 school districts in the drought area were disorganized and a new district set up embracing this entire territory. The people in this area have satisfied their own educational needs without dislocating any statutes, and the plan has been partially adopted in three other inspectorates. These adjustments bear witness to the growing feeling that changes in the methods of financing education are long overdue, and administrative changes are increasingly necessary to meet the educational needs that are clamoring for attention.

The effect of the economic depression on operation of schools is discussed in many of the excerpts which follow:

"During the year the Berry Creek area lying on the north side of the Red Deer river, covering four municipalities and including 67 school districts, was disorganized. This whole area was then reorganized as one district.

"Due to the drought conditions, many people had removed from this area, leaving a scattered population that it was difficult to serve in the usual manner for school purposes. Many school districts were entirely depopulated, others were left with too few pupils to operate a school, while others had still a heavy school population. Those districts which had to operate schools were being burdened by a tax out of all proportion to the value of the land, while other districts were putting money in the bank with a small mill rate. It was felt that the whole area was an entity and that a single policy should be adopted for the education of the children in the area.

"A series of meetings were called in the area, and the proposition was submitted to the people. The opinion of the ratepayers was almost unanimously in favour of a change in administration. Hence the whole area was reorganized as a single rural school district under an official trustee. The official trustee took over all the assets and liabilities of the old school districts; he was also appointed administrator of the old districts to wind up their affairs.

"It was found that the old districts had a cash balance in the bank of \$11,600. Against this cash balance there were debentures falling due or past due to the extent of \$5,500. There were arrears of teachers' salaries of \$4,800. In addition there were miscellaneous debts for auditors' fees, janitor work, secretaries' salaries, fuel, conveyance fees, etc., which amounted to nearly \$5,000.

"The official trustee took over in the name of the large district all assets and liabilities of the old districts. If the assets of an individual district exceed the liabilities, then that district is given credit on the books, and a rebate of taxes will be allowed over a period of years until the assets have been taken care of in this manner. In the past these districts had rates of taxation for school purposes that varied all the way from three to 30 mills. In the large unit we have a flat rate of 10 mills over the whole area. As the assessed valuation of the land is low, the tax for school purposes is not very high. It varies from \$3.20 to \$9.60 per quarter section, averaging about \$5.00.

"Before the fall term started the whole situation with regard to school population was carefully considered, and schools were placed where they would best serve the children. Three schools were shifted to new locations, thus allowing us to dispense with the services of two teachers. In addition to this, old buildings were moved near to schools as dormitory facilities in three instances. This allowed us to do away with conveyance fees for pupils who were long distances from schools. This system of supplying and heating buildings as dormitories has worked in a very satisfactory manner so far. The cost to the district is small, and the parents in most instances are looking after the children.

In some cases an arrangement has been made for the parents to take turns in looking after the children of several families.

"We opened the fall term with 26 teachers looking after the pupils in the original 67 districts. Two of these teachers are doing only high school work, three are doing the work from Grades VII to XI, and the remainder are doing the work of the junior grades only. The system has operated in a very satisfactory manner from the standpoint of the people served. Very few complaints have been received, and those had to do with local conditions only, and were easily remedied."

INSPECTOR L. A. THURBER, B.Sc., Hanna.

"The operation of schools in this inspectorate during the year was the most satisfactory ever obtained. Only a very few of the older established districts curtailed operation, and that for only one or two months because of shortage of funds.

"Special grants in the amounts of \$200 and \$150 were paid out to several new districts to assist in the erection of a school. This policy of the Department has proved to be of immense benefit, and should be continued if new organizations are to start functioning without too much delay."

INSPECTOR J. L. GIBALT, B.A., St. Paul.

"While the financial depression is felt in the inspectorate, there has been no symptoms of a desire on the part of the people to cut down on the operation of the schools."

INSPECTOR H. R. PARKER, B.A., Vermilion.

"In the outlying districts where the people are poor, continuous operation throughout the year has not been possible. There have been no loans nor special grants either asked for or made to any of these districts. They have succeeded in keeping their schools in operation for a period of 160 days by means of the regular and supplementary grants. The usual period of operation in these districts is from March until November, with two or three weeks' vacation in July."

INSPECTOR J. H. HUTCHISON, B.A., Edmonton West.

"The greater part of this inspectorate being, fortunately, in that section of the Province where crops were good in 1933, the schools had a successful year in the matter of operation. This does not mean that great difficulties have not been experienced by many boards in financing schools. The situations were at times very critical, but in spite of everything a fine record for operation was maintained, and every school but one operated continuously throughout the year. The school board referred to succeeded in operating only five months during the year. No loans nor special assistance, beside the regular grants, were necessary in order to do this."

INSPECTOR JOHN SCOFFIELD, B.A., Wetaskiwin.

"The need for new buildings is becoming imperative, and I cannot see how it can fairly be postponed much longer. In school after school I find conditions which are increasingly alarming. A number of schools which were condemned by my predecessor are still carrying on, and there is no prospect for a building programme, or even a reasonably satisfactory programme of repairs. A great many boards of trustees, it is true, realize the importance of a yearly check-up of the building, and a goodly number of schools this year were painted and repaired. I would very much like to see some suggestions as to ways and means of raising funds to finance new buildings. The old-fashioned debentures are, it seems, out of the picture for a considerable time, and those who have loaned money on this type of security in the past will, no doubt, be very chary of doing so again, in the light of their recent and present experience. I am unable to suggest any feasible plan for making building loans available, but the need is there, and it is becoming more and more acute."

INSPECTOR, D. M. SULLIVAN, M.A., Camrose.

"Near the close of the December term I reported one school district as being in need of the Special Grant to continue operation.

"As far as I know there are not, in this inspectorate, any school districts whose bank borrowings have had to be guaranteed by the Government.

"In a strip of territory about 15 to 20 miles wide, extending east and west in the southern part of the inspectorate, the crops were very poor in 1933, and not good for some years previous. But beyond that, in the central and northern parts of the inspectorate the conditions affecting operation of schools have not been seriously bad so far."

INSPECTOR W. E. HAY, B.Paed., Stettler.

"All of the districts in the Red Deer Inspectorate operated schools in 1933 except one, in which there were no children. The periods of operation compared favourably with those of other years.

"The inspectorate embraces all or part of ten municipal districts, and in eight of these school demands were met with creditable promptitude. In one relatively well-to-do municipal district payments were not made regularly in the fall term. Fortunately no schools were closed, but the teachers suffered considerable inconvenience thereby. In the other case, that of a relatively poor municipal district, I am doubtful of the council's attitude towards the collection of taxes for school purposes. Fortunately, nearly all of the six school districts in it have small assessments and can finance to some extent on their grants under Section 26 (a) of The Grants Act."

INSPECTOR A. R. GIBSON, M.A., Red Deer.

"The operation of schools has been satisfactory under the circumstances. Consolidations were arranged to two cases, which made it possible for children to attend an operating school without undue hardship. The three municipal districts along the southern edge of the inspectorate received assistance in the form of bank loans, guaranteed by the Government, which enabled them to keep their schools in operation for at least eight months in the year. Bank loans were arranged for five districts in local improvement districts, and were the means of providing, with one exception, 10 months of schooling for about 108 children."

INSPECTOR W. E. FRAME, M.A., Coronation.

"With two or three exceptions, all the schools in this inspectorate operated full time. On the western fringe of the territory the financial problem was acute. A great many poor people drifted in, not only unable to pay taxes, but actually calling for support from public funds.

"With one or possibly two exceptions, however, the municipalities have managed to meet the school requisitions, and thus have kept the schools in operation."

INSPECTOR R. H. LIGGETT, B.A., Olds.

"All schools continued to operate throughout the year. In only two instances was there a movement to shorten the term a month or two, but in both of these the decision was reversed and schools were opened at the usual times."

INSPECTOR J. A. MACGREGOR, B.A., Calgary Rural.

"When the fall term started we had taken care of a large part of the schools, which were in the worst shape financially, by the amalgamation in the Berry Creek area. This took care of all the schools in four municipalities. In the latter part of September and the early part of October I met the councils or the secretaries of the other municipalities where the worst conditions prevailed. I found that these bodies were willing to do all that they could in the matter, but taxes were not being collected and the banks would not do anything without government guarantees. I also met the boards of many school districts, and in some

instances the ratepayers of the districts were called together to discuss the situation. At all times I stressed the necessity of the people paying as much taxes as they could. I also impressed upon the boards and the people the necessity of co-operating to the fullest extent in the matter of doing work about the school free. In many instances it was found that the secretary would do that work gratis during an emergency; the same was true of janitor work. Where coal was easily available locally, arrangements were made to haul it free. Thus we were able in many instances to cut the cost of operation to the absolute minimum.

"After all that could possibly be done in the matter of cutting costs, I found that there was still some districts that were heavily overdrawn at the municipality, and no possibility of collecting anything this year. In those instances, I am afraid that the only solution is to shorten the school year 1933-34 to eight or nine months.

"Every municipality in the Hanna Inspectorate has difficulty in financing the schools. There was practically no crop in this part of the Province, consequently tax collections have been very low. This has thrown a burden on the municipalities that they have not been able to surmount by themselves. Five municipalities have asked for and received bank loans guaranteed by the Government. This was necessary for the fall term operation of schools. Two municipalities have been able to supply a minimum amount of money to keep the schools in operation. Several others have been able to give a number of the schools sufficient money to keep them going, leaving some schools with only the spring term grant to operate on. It would appear at present that only two municipalities in the whole inspectorate would be able to finance the schools without Government guaranteed loans.

"The action of the Government in guaranteeing bank loans to the municipalities for school purposes has been most timely. Without this assistance not more than 10% of the rural schools would have been able to carry on for any length of time. The number of pupils that have been provided with school facilities by this arrangement is slightly in excess of 2,000."

INSPECTOR L. A. THURBER, B.Sc., Hanna.

"The complete crop failure of the year following four years of light yield and low prices made operation of schools a matter of great concern in this inspectorate. During the year I was obliged to keep in close touch with municipal and board officials in order to plan and recommend ways and means of keeping schools in operation.

"Throughout the year I encouraged joint operation wherever such appeared possible. For this purpose 24 meetings were held, 17 of which were combined board meetings for the purpose of securing satisfactory tuition agreements. The result was that 15 additional districts commenced joint operation under Sec. 131 of The School Act, while in another case two districts were amalgamated to form one operating unit. Two districts that had operated jointly the first term of the year found it necessary to again operate schools due to increased numbers. There are at present 39 school districts operating under Sec. 131 in this division.

"Early in the year the Government took over from the banks any guaranteed school notes that remained unpaid by the municipalities. Accordingly the banks advanced loans to assist in financing schools for the spring term to all municipal districts in need, with one exception. To finance operation for the fall term Government guarantee was again required by the banks, and early in the term eight of the nine municipal districts received Government assistance that made operation possible for approximately 65% of the schools, when otherwise operation would have been impossible.

"Many of the school districts benefited through the equalization grant, and were enabled to operate the greater part of the year without financial assistance. In only one case was guaranteed borrowing necessary.

"Conditions affecting operation in this division during 1933 were:

"(1) The income from taxation due to adverse crop conditions was insufficient to finance operation of schools.

"(2) The exodus of families from some districts reduced the attendance. The number of districts with no children of school age is increasing. The number of cases where amalgamation or joint operation is possible is also increasing.

"(3) Many parcels of land are reverting to the municipal districts or to the Province. To raise sufficient funds to finance schools in some districts is therefore becoming increasingly difficult."

INSPECTOR R. J. SCOTT, B.A., Oyen.

"There exists a tendency on the part of the weaker municipal districts to pay out to the individual schools such taxes only as are paid in by the ratepayers of the individual schools. This, if carried on, tends towards bringing the system back to the older form of administration. There is little doubt that the districts centering east and south of Lomond would be better off if centralized in one large unit, but it seems difficult to effect this except when districts are in throes of extreme need. Districts in this area have been operating mostly on reserves built up in the past, and are receiving little or no help from the municipal district.

"The great majority of the schools have operated for the regular terms; a few have operated as before, from seven to nine months during the year. A small number of schools operated through the summer, but outside of these few instances, trustees and parents are realizing that operation during the very hot weather is not justified either by results or by economy. A most important factor in guaranteeing that the schools in sparsely settled or drought-affected areas will remain open for eight months in the year is the provision under Sec. 26a of The School Grants Act, whereby the largest grants are paid to the districts which have the smallest local resources for taxation. During the past three years this provision by the Provincial Government has been appreciated in the rural districts, even more than formerly; the trustees continue to show a very good attitude toward the maintenance of educational services."

INSPECTOR F. S. CARR, B.A., Medicine Hat.

"The following is the operating record for the past two years:

Period of Operation.	1932.	1933.
	No. of districts,	No. of districts,
10 months	90	97
9 months	10	12
8 months	13	8
7 months	1	2
6 months	2	4
5 months	0	1
4 months	3	4
Co-operated with other districts	26	27
Did not operate on account of lack of pupils	7	7
Total districts	152	162

"In the cases of the four districts in which the schools were in operation for six months in the year, they operated during the spring term only, with the pupils attending nearby schools in the fall term. In the five districts which operated the schools for four or five months, co-operative arrangements were in effect in the spring term, and the opening of the school occurred in the fall term. With this in mind, it is evident from the above tabulation for the year that in all but two districts the children had the opportunity to attend school for at least eight months during the year, and in the two exceptions school facilities were available for seven months.

INSPECTOR H. C. SWEET, B.A., Foremost.

D.—ADVANCED INSTRUCTION.

So thoroughly are school patrons convinced of the value of advanced instruction that no incentives are now necessary to induce pupils to remain at school after passing through the eighth grade. Accordingly the special grants of 25 cents per teaching day was this year withdrawn. There is no noticeable decrease in the number of one-room schools offering instruction in grades above the eighth. Boys and girls who would in prosperous times have been gainfully employed now find it expedient to continue their studies in the local school. Others who would normally have enrolled in a well-equipped high school in town or city are compelled through economic stress to accept the more or less satisfactory type of education which the one-room school can offer. This ungraded school, designed to satisfy the needs of primary pupils, is the only educational institution in the rural community. It is natural, therefore, that parents look to it to satisfy the needs of secondary pupils. The result is that high school units are encroaching more and more on the time of the teacher, to the obvious disadvantage of the children in Grades I to VIII. Inspectors differ as to the efficacy of the instruction offered in such cases, depending as it does on the experience and academic qualifications of the teacher, the capacity of the individual school for expansion, and the mental and volitional endowment of the pupils. There is no disagreement, however, as to the menace such advanced instruction offers to the progress of the younger children.

This problem as to the disposition of the growing host of young people who are clamoring for instruction in secondary school units is a cause of grave concern. There is a point of diminishing returns in education beyond which no teacher should be required to proceed. This point would appear to be now reached, and pending opportunity for a thorough survey of the field of secondary education in rural schools it would seem the part of wisdom to resist any further encroachment on the domain of the public school child.

The 17 rural high schools at present operating in the Province are giving fine service, while advanced work in senior rooms and in consolidated schools continues to be of a high order.

"Advanced instruction in the one-teacher school is becoming so common as to present a difficult problem. It threatens to weaken the elementary grade work, while providing a very sketchy type of teaching for the advanced pupils. It is one requiring a revision of regulations. But it is one for which a fair solution is easily obtained.

"It seems quite appropriate that pupils commencing work of the high school grades should look forward to a four-year course to Grade XI. They may spend two years in the course in the rural school to cover eight or nine units with thoroughness. Then, if they go to a town high school, they may be expected to complete the Grade XI requirements in another two years. If this plan is followed there is some hope for success in the rural school, and a reasonable chance is given to the rural child who goes on to senior high school work in a town.

"The regulations should read to provide that no board or teacher shall institute advanced work except under the authorization of the inspector. And the authorization should show the units to be offered, such units to be decided by the inspector and the teacher. If as a general rule, only a limited number of units were authorized, provision could still be made for the ambitious pupils by allowing them to attempt additional units under the home-study plan.

"In this discussion I am not touching that section of The School Act which has to do with fees payable for advanced instruction received by pupils who attend a school outside the district in which they reside. If only four or five units are authorized in a certain rural school, and some pupils go to another district in order to receive instruction in seven or eight units, whether the board or the parent pays the fee is aside from the point of the management of the teaching routine of the school itself."

INSPECTOR GEO. L. WILSON, B.Sc., Peace River.

"Authorization was given to 29 school districts for Grade IX, and two for Grade X work in ungraded schools for the fall term. The work being done is unsatisfactory in all cases, and is permitted only because of pupils being unable to attend elsewhere. In algebra, sufficient skill in manipulation of symbols is acquired to obtain a pass at examinations; but no value even comparable to this seems to be obtained from the teaching of the other subjects. Particularly since final examination papers have been marked by the teachers themselves in such schools, pupils have been improperly promoted to higher grades, and have failed pitifully in the next higher units. The High School Correspondence Courses recently inaugurated by the Department, with examination papers marked by the Department, offer better possibilities.

"A definite check is in progress in this inspectorate to determine the degree of success obtained by pupils in high schools who took their Grade IX work in ungraded schools."

INSPECTOR H. E. BALFOUR, M.A., Grande Prairie.

"Advanced instruction is being undertaken in practically all rural schools where there are candidates desiring to take the work and where conditions are such that there is a fair chance of success. Three schools were refused permission to do the work during the year owing to the enrolment of public school pupils being too heavy to permit of success. A number of schools are undertaking second year high school, and a few, where the enrolment is small, are attempting third year high school."

INSPECTOR H. R. PARKER, Vermilion.

"The efficiency of a two-room school is endangered when a request is made for the introduction of Grade XI work. Especially is this true when many of the teachers in the senior rooms of these schools possess but a second class certificate, and hence are teaching to the limit of their scholarship. I do not favour such a plant. The inspector has no power nor control over the grade limit of the subject-matter other than to recommend and induce, which is often of no avail. It is my opinion that in a two-room rural school the work should not go beyond Grade X, and furthermore that first class qualifications should be demanded of teachers in the senior room."

INSPECTOR A. L. DOUCETTE, B.A., Vegreville.

"The two-room school provides the real solution of the high school problem in rural districts, and the recently increased grant payable to the senior room in such schools should give an impetus in the right direction. The village schools, consisting of two or three rooms, are rendering the same good service as the two-room schools.

"There is one consolidated school of seven rooms in this division, and it is giving a fine type of education. Both its vans and class-rooms are filled to capacity, but the district's finances are in good condition, so that any further increase in attendance should be cared for by expansion of the school plant."

INSPECTOR H. B. TROUT, B.A., Barrhead.

"More and more we are coming to realize that advanced instruction in the ungraded schools can only be done to a limited extent. The public schools are not high schools; the teachers of those schools have neither

the training nor the scholarship to enable them to undertake the work of the high school instruction without its making dangerous inroads upon the time that should go to the public school grades. If there be eight public school grades in a school, it is nothing less than an imposition upon the teacher and upon the public school children to authorize and to institute in a school of that kind high school instruction. Where one or more of the public school grades are lacking, some high school work may be possible. But it is not possible where there are eight public school grades without inflicting a grave injustice upon both the teacher and the school."

INSPECTOR J. H. HUTCHISON, B.A., Edmonton West.

"The following table shows the number of pupils taking advanced work in the two-room schools for the last three years:

	Grade IX	Grade X	Grade XI
1931	112	66	6
1932	139	87	22
1933	91	114	42

"These schools can do an acceptable type of work for Grades IX and X even with the meagre equipment which is the rule in these schools. At the same time, many of these schools are attempting work that is beyond what should be offered. In many of these schools not a single unit was passed by Grade X pupils writing the Departmental examinations. And yet these same schools are attempting to do some Grade XI work this year.

"At the present time there are in this inspectorate five teachers holding second class certificates who are attempting to teach Grade XI work.

"In my opinion, the Department of Education should have definite control over the two-room school and the one-room school so far as to state whether or not, and how much, advanced instruction should be permitted to be given in any particular school."

INSPECTOR C. H. ROBINSON, M.A., Lamont.

"The quality of work being done in high school grades in rural schools is by no means uniformly good, and frequently leaves a good deal to be desired. The attitude of the pupil is of outstanding importance in the situation. Many parents are much more ambitious for the advancement of their children than the children are to attend school and study. The teacher's time is very limited, and in case the senior pupil is not a responsible student much valuable time is wasted. If the pupil's parent is an influential person, or a member of the board of the district, the teacher naturally hesitates to discontinue work with the pupil, or to ask to be allowed to discontinue it. The additional worry to the teacher and the time required by high school work at the end of the day, when she should be taking recreation to protect her health, add immeasurably to the responsibilities of a conscientious teacher. My experience warrants the conclusion that seldom should a board be allowed to permit the teaching of more than one high school grade either within or outside of school hours. In these times of depression and unemployment both teacher and inspector have extreme difficulty to make just and unbiased decisions in many of these cases."

INSPECTOR JOHN SCOFFIELD, B.A., Wetaskiwin.

"It is recognized that these are unusual times and they demand unusual measures. Only on these grounds is it desirable to grant permits almost promiscuously, with the full understanding that if they are withheld some deserving child may be denied further education. I am far from convinced of the efficacy of this type of instruction. I would prefer to see curtailment of this privilege, but the times are not ripe for this drastic measure, and in the meantime it would seem that if the privilege is granted to one school it should in fairness be granted to all who desire it. The matter can not, in my opinion, be settled by counting noses. It is not, unhappily, as simple as that. A school of 12 pupils

may be less worthy of the privilege of teaching high school units than a school of 40 pupils. My own feeling is that if I take proper measures to make sure that Grades I to VIII are given their fair share of teaching time, the burden of responsibility should rest on the district, where the problem arises."

INSPECTOR D. M. SULLIVAN, M.A., Camrose.

"The demand for advanced instruction in ungraded schools continues to increase. Of 119 ungraded schools: 49 have pupils enrolled in Grade IX; 18 have pupils in IX and in X; 17 have pupils in X, but not in IX; 2 have pupils in IX, in X and in XI; 5 have pupils in X and in XI, but not in IX; 2 have pupils in IX and in XI, but not in X; 1 has pupils in XI, but none in IX or X."

INSPECTOR W. E. HAY, B.Paed., Stettler.

"For the purpose of comparison the following figures are submitted: (1) Rural schools taking work above Grade VIII, 68%; students taking Grade IX work during 1933, 102; (2) Students taking Grade X work during 1933, 73; students taken Grade XI work during 1933, 7.

"The reasons for the increase in the number of students taking the higher work are: (1) There is less opportunity for making money by leaving school to work than in former years; (2) positions are not easily obtained; (3) the value of education is being more appreciated."

INSPECTOR W. J. McLEAN, B.A., Trochu.

"In former years the practice was for the board to consult the inspector before instituting any advanced instruction, but recently it frequently happens that the inspector only learns that the advanced work is being undertaken at the time of his visit. The board then requests the required authority, and it is a rather delicate situation to handle at that particular time. It seems to me that during the month of May or June boards should advise the inspector as to what plans are contemplated to provide advanced instruction for the children of their district at the beginning of the new term. The situation then could be carefully reviewed, and the board assured that the authority would be forthcoming or otherwise."

INSPECTOR J. A. MACGREGOR, B.A., Calgary Rural.

"As illustration of the effort and sacrifice which parents are willing to make in order to obtain high school service, I would like to refer to a private rural high school which is being attempted this year at Level Land S.D. This district is unable to conform to the requirements of enrolment necessary for a two-roomed school, and due to financial conditions is unable to organize a rural high school district. Undaunted by the fact that they are unable to operate a high school under The School Act, the parents of these nine children are co-operating in order to provide high school facilities. Each parent contributes a load of coal to the school and pays a fee towards the teacher's salary. Five dollars of each parent's donation is spent on class-room equipment necessary to carry on the work.

"Such ambition and co-operation deserve the highest commendation.

"I am convinced that there is now the need for a careful survey, not only in this inspectorate, but throughout the Province, with a view to providing adequate high school facilities for rural children.

"Consolidated schools will soon provide a difficult problem. From the academic standpoint they are operating very successfully. The problem will be a financial one. The C.P.R. pays a very large percentage of the taxes in these districts, and strenuously objects to expenditures over which the C.P.R. has no control.

"Transportation alone provides an immense expenditure. There is something wrong with a situation which allows ratepayers to decide on the expenses involved in operating school, vote themselves high transportation costs, set a high mill rate (in 1932 the mill rate at Gem Cons.

S.D. was 58 mills), and then call on the C.P.R. to pay the greater majority of the taxes.

"In the Cassils Cons. S.D. No. 65 the C.P.R. paid the whole of the taxes collected in 1932. I am of the opinion that there would be more justice to all concerned if the Consolidated Schools within my inspectorate were under Official Trusteeship."

INSPECTOR W. H. EDWARDS, B.A., Bassano.

"In a considerable number of districts these advanced grades are being taught by the teachers after the regular hours, for which they are receiving no extra remuneration. A situation has thus arisen which is obviously unfair to the teachers. Due to the ease with which they can be replaced, very few teachers are in a position to refuse to teach high school work after school hours, and it is frequently demanded of them even though the trustees and parents know when the teacher is being hired that it will be neither permissible nor feasible to provide that instruction during the regular hours."

INSPECTOR C. C. BREMNER, M.A., Macleod.

"In two-thirds of the ungraded schools it has been found necessary to carry on the work of at least one grade above the eighth. In many instances the trustees have been driven to ask the teachers to provide for instruction of pupils in Grade X in addition to those in Grade IX; an increasing number of students realize the value of high school study, and the number whose only opportunity for continuing this lies with the rural school, remains large, partly on account of the increase in fees charged by the town and city districts for high school pupils from outside of their districts, and largely because of the inability of parents to provide for the expense of having their children board away from home in order to attend in the larger centres. Wherever it has been feasible, encouragement has been given for carrying on such instruction. Pupils so provided for will receive the advantages of one or two years in high school, will have an opportunity of reading under supervision some of the great writers and thinkers, and will get at least a glimpse of modern scientific thought. In the one-room school the teacher can do little but supervise and direct the pupils in such grades, but there is some advantage to the pupil, for he learns to study for himself and to rely on his own judgment as to what is important in what he reads."

INSPECTOR F. S. CARR, B.A., Medicine Hat.

E.—EVIDENCES OF PROGRESS AND PROSPECTS FOR 1934.

While financing and operating schools have proved increasingly difficult the past few years, there are compensating factors to offset the shortage of money. The level of development is emphatically not downward, and can be described as a plateau. Drastic reductions, it is true, have been made in many phases of the educational service provided throughout the Province. Building operations have been seriously curtailed and necessary repairs have been postponed. Taxes have been difficult to collect, arrears have become serious, debenture obligations have been ignored, and the limit of borrowing power has been reached. These conditions are embarrassing, but they are not necessarily permanent, and there is definite evidence of brighter prospects for the coming year.

On the credit side of our educational ledger must be listed the widespread determination to make sacrifices that education may not suffer; substantial reduction of tax rates by judicious retrenchment, and the resolve to balance income and expenditure. The ideal of full-time operation has been almost uniformly attained,

and the benefits of secondary education are increasingly realized. Teachers are better trained, holding higher certificates of qualifications, possessing greater experience, and giving more efficient service. Greater emphasis is placed on health and the physical well-being of the children. New Canadians are grasping our ideals of citizenship and becoming more proficient in our language.

The above gains are real and tangible. With increasing leisure, attention is being focussed on the work of the schools, and a more discriminating judgment is brought to bear on values. Interest in the human product of the school appears to have been stimulated, and better values are sought in material and spiritual things. Closer relationships have been established between home, community and school. These lessons have been learned from a hard task-master, but they serve to show that economic crisis is not an unmixing evil."

"It is apparent at present that many difficulties will have to be met during 1934. Operation is certain to be curtailed in most collecting districts, but those wishing to close during January and February are being persuaded to close in January only, and to wait to see whether operation in December may not be possible. Within the municipalities some schools will have to close, unless some way can be found to assist the municipal authorities to finance them. Village and town schools are hard hit by inability to collect taxes or fees, and by the reduction in grants, and some will have to retrench still further.

"What can be said is that whatever turn may be taken by events during the coming year, the people of this division will do the most that is possible to safeguard the education of their children."

INSPECTOR H. E. BALFOUR, M.A., Grande Prairie.

"A further decrease in salaries did not in any way affect the teachers' attitude towards their work. The same devotion and seriousness of purpose was still manifested. This is borne out to some extent in the fact that the fall convention had the largest attendance ever obtained.

"In spite of the apparent increasing seriousness of the present crisis one cannot help but be slightly optimistic for the future after the experience of the last few years. Some difficulties will no doubt be experienced, but educational progress will continue as it has in the past."

INSPECTOR J. L. GIBAUT, B.A., St. Paul.

"For the year 1934 there is a growing feeling that the depression is past its lowest ebb, and that at least a slight improvement in our markets may be anticipated. For the past two years the worst fears of the pessimist in the most trying times have not undermined the efficiency of our schools, and there is a resultant impression that the future does not harbour difficulties beyond our power. Everywhere the strictest economy in administration is practised, and all resources are husbanded to be devoted to meeting operation costs. Capital obligations in the form of coupons and outlays for improvements cannot be liquidated until there can be an improvement in tax payments. There is every indication that all the schools will re-open immediately after the Christmas holidays, and that ways and means will be devised to circumvent any threatened restriction in the periods of service."

INSPECTOR J. J. LEBLANC, B.A., Edmonton East.

"During 1933 a free health clinic for all pupils attending the Wetaskiwin schools was established in the new Community Hospital in that city. The scope of this work was widened in the autumn term to include all schools in the M.D.'s of Montgomery and Bigstone. The Kiwanians Service Club gave the clinic their generous support. There is good pros-

pects of this service being still further extended, and a clinic of a similar nature is being discussed in the town of Ponoka.

"Owing to the financial standing of many M.D.'s in the closing months of 1933, the outlook for 1934 is not particularly bright, but I believe the corner has been turned, and that better times are not far ahead. The effect on municipal and school treasuries of the Consolidation of Taxes scheme is not yet generally known, but in some parts it will be very beneficial. The general improvement in Canada's trade and the decrease in unemployment are also signs of a hopeful nature. One has every reason to trust, therefore, that if 1933 saw no drastic curtailment of school services in this inspectorate, with the improved world outlook conditions will be still better in 1934, and the wheels of progress will again begin to move in a forward direction."

INSPECTOR JOHN SCOFFIELD, B.A., Wetaskiwin.

"I regret to report but little, if any, progress in solving the problem of secondary education in the one-room rural school. Extension of educational opportunities for adolescents in rural communities will, I am afraid, continue to be more nominal than virtual until we can adopt a 6-3-3 plan of school organization, permitting three types of school—primary, intermediate (or middle), and secondary (or senior). The traditional academic secondary school education might then be reserved for a smaller number of more capable students whose aptitude for studies related to a 'liberal education' is a marked one. The course of study of the intermediate school might then be constructed to suit more adequately the various needs of adolescents than does our present programme of secondary school education."

INSPECTOR W. E. HAY, B.Paed., Stettler.

"In some districts, owing to less competent trustees or teachers, or of both, school buildings, equipment and grounds have not been kept well. There has been a tendency to engage an inferior teacher at a lower salary. These are things which will require attention, and are questions which could be considered at trustees' and teachers' conventions.

"In districts where teachers encourage playground activities and track and field sports, school property is better cared for and a better spirit prevails. This very important phase of education is not receiving the attention which it should.

"The outlook for 1934 does not appear to be, in this inspectorate, a cause for worry. Nevertheless, care must be exercised not to permit the more poorly trusted districts to fall back."

INSPECTOR W. J. McLEAN, B.A., Trochu.

"The facts that the attendance has kept up and that the schools of the division have been able to function efficiently during such a trying year are very encouraging.

"There has been a decided increase in the number of pupils taking high school work in town and rural schools.

"Only a very limited number of districts reduced their period of operation to nine or eight months, and only one operated for a shorter period on account of lack of funds.

"I expect that over 75% of the schools in this inspectorate will be able to function normally next year unless conditions get a great deal worse. Only a good crop and fair market prices next fall will make it possible for the schools in the southern part to operate without assistance."

INSPECTOR W. E. FRAME, M.A., Coronation.

"Considering the depression of the time, the discouragement of many people, the indifference of many and the lack of sane judgment in others, the schools of this inspectorate have had another successful year.

"There has been no outstanding development, but educational service has been maintained, and in this respect, at least, the children have not been neglected.

"Concerning the future one cannot be sure. Except in a few possible instances, however, I have no reason to think that the schools will not remain in operation. The problem of financing will be difficult in some districts, but I am hopeful that a way will be found whereby they will be allowed to keep up the good work."

INSPECTOR R. H. LIGGETT, B.A., Olds.

"After consulting with all secretaries of municipal districts in this inspectorate, I do not hesitate to say that the worst of the depression is behind us, and that the outlook for 1934 is brighter than at any time since 1929. The secretary of one municipality, when asked as to the general situation, replied, "The best year we ever had." In previous years large bank loan carry-overs were frequent, but I understand that, with possibly one or two exceptions, all of the municipal districts in this area will close the year with their bank loans paid in full."

INSPECTOR J. A. MACGREGOR, B.A., Calgary Rural.

"So weak is the financial position of many school districts in this division that the outlook for educational advancement in 1934 gives little cause for optimism. Favourable moisture conditions in the growing season accompanied by better prices for farm produce, might serve to bring about partial recovery the latter part of the year. The melting of the heavy blanket of snow which fell in late October and early November completely saturated the soil and this, combined with the recent heavy precipitation, will assure sufficient moisture for germination purposes.

"Financial difficulties and severe weather conditions have induced many boards to seek permission to defer the opening of schools for the spring term. It is possible that the curtailment of operation may of necessity be more general than in previous years.

"Should adverse conditions again affect this district in 1934, I fear lands will be abandoned at an alarming rate, and that many school districts as they now exist will be in no position to produce revenue sufficient to carry on operation as an educational unit.

"It appears, therefore, that conditions as they obtain in this division will have to be closely observed throughout the coming year. Joint operation will have to be encouraged where possible. It may be necessary, in order to assure education of the children, to amalgamate districts or to carry out some scheme of reorganization whereby schools may be maintained through taxation over larger units, and means of more economical operation."

INSPECTOR R. J. SCOTT, B.A., Oyen.

"Schools, in spite of the times, were improved by re-decoration, replacement of older types of heating systems by more modern types, and additions to libraries. Trustees responded splendidly to the slogan for the year, "Make the School a Home," and evidences of co-operation, even to the planting of trees in the yards, showed a splendid response.

"Hygienic factors were kept well to the fore, and the splendid work of the health clinic brought results. In this connection work among pre-school children deserves special mention.

"Provision for at least a hot drink for lunch is now quite general in the schools. In many instances parents co-operate and bring to the school, each in turn, quantities of soup or a hot cereal suitably prepared.

"Teachers' clubs, organized for the first time in 1932, did splendid work; as a result teachers are more alert, and are kept in touch with the later methods.

"The growth of young peoples' clubs and parent-teachers' associations was remarkable. The latter society has been especially helpful in this vicinity, and the schools benefited greatly by its activities.

"The outlook for 1934 is perhaps not as good as that for the past year, but at present there does not seem to be reason for undue pessimism."

INSPECTOR X. P. CRISPO, M.A., High River.

Without doubt the most acute problem, and one which must be squarely faced very soon, is the question of funds for replacement and expansion. Traditional methods of financing can not be relied on for the future, and hence it is imperative to give some thought to exploration of new paths in the field of school finance.

During the coming year progress will be steady, if unspectacular. The realization is now widespread that the forces which led us into the present state of affairs were world-wide, deep and fundamental, and recovery will be a matter, not of months, but of years. A more philosophical outlook has replaced the feeling of resentment and despair that were characteristic of previous years. Undoubtedly temporary reductions will have to be made in some phases of the educational service, but though progress will be at a slower rate than formerly, the prospects for real advancement afford some ground for optimism.

REPORT OF ATTENDANCE BRANCH

(D. C. McEACHERN, *Chief Attendance Officer*)

ATTENDANCE.

During the year 1933 the Attendance Branch of the Department dealt with the enforcement of The School Attendance Act and the operation of schools throughout the Province.

The number of preliminary letters sent to parents during the year was 1,555. In 1,139 cases children returned to school following these letters. In 35 cases children had removed from the district. In 26 cases sickness was the cause of absence, while in 12 cases the children were either over age or under age. In three cases the schools were closed, thus making it impossible for the children to return. In five cases the children were exempted for work, and in 23 cases poverty was the cause of absence, while in eight cases road conditions were such as to excuse the children. One hundred and fifty-five cases required further attention, and in 149 cases reports were not received from the teachers following letters before the close of the year.

The number of "Warning Notices" issued during the year was 400. In 245 cases the children returned to school within the time limit specified. In 10 cases the children had removed from the district. In six cases the children were sick and unable to return within the time limit. In nine cases the children were either over or under the compulsory attendance age. In two cases certificates of exemption had been granted for work at home. In three cases the schools were closed, thus making it impossible for the children to return. In 15 cases absence was due to poverty. In nine cases weather and road conditions were such as to excuse the children,

and in one case the child was suspended. Eighty-one cases are still under observation, and in 19 additional cases reports had not been received.

There were 61 cases referred to school inspectors for investigation and prosecution. After investigation, 14 prosecutions were instituted, resulting in 11 convictions and 3 dismissals. The inspectors' reports following their investigations showed that sickness and poverty caused the absence of children in 12 cases, while two children had removed from the district in which they had been enrolled. In 33 cases up to December 31st, 1933, the inspectors' final reports had not been received.

In the city and town schools The School Attendance Act was enforced by local attendance officers. The reports received from these officials indicate that during the year there were 317 final warning notices issued by the attendance officers, resulting in 53 prosecutions and 50 convictions. The total number of work certificates granted in towns and cities during the year is shown by the reports to have been 256.

The average monthly percentage of attendance for the year ended June 30th, 1933, was 88.69. The average monthly percentage of attendance in town schools during the year for the months actually operated was 92.53, in the preceding year it was 93.1, while town, village and rural schools show that of the pupils enrolled, 71.02% attended over 160 days, a decrease of 1.48% from the previous year.

The number of pupils enrolled in all grades during the year ended June 30th, 1933, was 171,445, while for the preceding year it was 170,795, an increase of 650. In 1932 the percentages are shown to have been 83.47 in the elementary grades and 16.53 in the secondary grades, while for 1933 the percentages in the elementary grades is given as 82.87 and in the secondary grades 17.13.

OPERATION.

In practically all school districts having children of school age and school buildings to accommodate them, provision was made for the education of such children either by operation of a school in the district or under joint agreement providing for their education in one or more adjoining districts. Agreements for joint operation were made and approved to provide for the education of the children of 136 school districts.

In 27 school districts there were no children to be provided for and no liabilities to be met. Consequently these districts have been during the year under The Educational Tax Act, the lands being liable for taxation to assist in general education throughout the Province. In 46 school districts there were no children of school age to be provided for, but because of liabilities these districts have not been placed under The Educational Tax Act. In one district there were but two children of school age, in four districts, each three children, and in one district six children. In these six districts, comprising 20 pupils, no arrangements were made for operating schools or for joint operation. In some cases the children

attended other schools, and in others the parents received assistance through the correspondence course provided by the Department.

Twenty new school districts were erected during the year, six of which operated schools before the end of the year.

The following table will indicate comparison between conditions during the year ended June 30th, 1932, and that ended the 30th of June, 1933. It reveals the fact that the average monthly percentage of attendance shows a decrease of 1.33% from that of the preceding year, and still the percentage was higher than that in any year prior to 1930. The percentage of schools which operated more than 160 days shows a decrease of .2% from that of 1932, but it is higher than any other preceding year.

	1932.	1933.
Total enrolment of pupils	170,795	171,445
No. of School Districts operating	3,395	3,451
No. of rooms operating	5,729	5,796
Warning Notices issued (in other than town districts).....	757	400
Prosecutions	10	14
Convictions	8	11
Average monthly percentage of attendance	90.02	88.69
Percentage of total enrolment in High School Grades	16.53	17.13
Percentage of schools in operation which operated more than 160 days	96.70	96.50

REPORT OF THE SCHOOL-BOOK BRANCH

(W. H. NOBLE, *Manager*)

For the first time, the texts used in commercial and technical high schools were distributed through this branch in 1933. The addition of these books meant an extension of our list by nearly 60 titles. The policy of fixing a specific retail selling price uniform for all parts of the Province was extended to include these titles, with the result that variation in price for the same book has been eliminated, and books are always available when needed. During this initial year, 11,518 volumes of the new titles were distributed at a cost of \$11,583.60.

The bulk of our business continues with Canadian publishers. Of a total of \$82,673.85 invested in the purchase of new stock this year, only 8% was paid to publishers operating outside the Dominion. The total number of volumes purchased was in excess of 167,000. A comparison with figures submitted in last year's report indicates a further falling-off in the volume of business handled. This is explained in part by the scarcity of money available for the purchase of books and the astonishing development of the used book business. The following comparative statement indicates that the greatest falling-off has taken place in the senior grades of the elementary school and the junior grades of the secondary school.

ELEMENTARY GRADES

Grades	Volumes		Values	
	1933	1932	1933	1932
IV	24,350	22,494	\$ 8,490.60	\$ 8,072.85
V	20,106	24,375	9,054.75	11,619.05
VI	6,156	7,508	6,738.60	8,755.85
VII	19,033	25,524	10,991.20	14,284.40
VIII	3,729	3,176	1,627.55	1,527.55
Reference Books: Grades I-VIII	1,277	1,489	915.80	1,205.90

Grades	SECONDARY GRADES		Values	
	Volumes			
	1933	1932	1933	1932
IX	34,334	49,436	\$24,690.40	\$40,530.00
X	21,332	25,002	13,587.45	18,741.51
XI	24,794	23,492	14,513.25	13,847.30
XII	18,555	20,497	18,918.05	20,597.05
Dictionaries: English, French, German	5,094	4,686	2,429.55	2,214.35
	178,760	207,989	\$111,957.20	\$141,895.81

The sum of \$124,832.55 represents the retail price of books purchased by the people of Alberta during the year. For this money 191,200 volumes were distributed.

The School Library Grant, which is payable to a school during the first six years of operation was participated in by 323 school districts, and the total value of grants paid in books amounted to \$6,392.95.

A new illustrated catalogue of over 30 pages was produced during the year and a copy forwarded to the secretary of each school district in the Province. This catalogue contained a carefully selected list of the latest books suitable for supplementary reading, reference books on all subjects, helps for both teacher and student. Additional material suitable for testing the achievement of students in various subjects taught in the schools and a wide range of new books in Character Education and Citizenship, Health Education, British, Canadian and General History were included for the first time.

The Branch during the past few years has developed a considerable mail order and over the counter business with teachers and students. Reference books and books on professional subjects form the bulk of this business. Rarely are such books as those recommended in the various curricula carried regularly by the average book store, so this constitutes a worth-while service. Several thousand dollars annually are added to our general business in this way.

The business for the year transacted by this office in textbooks, school library and reference books and all sundry lines carried in stock amounted to \$125,565.23.

DISTRIBUTION OF CANADIAN READERS.

The responsibility for the distribution of readers to the first six grades in the elementary schools rests with this Branch, the books being supplied free by the Government. The following table indicates the number distributed during the past year:

Book I	15,920	Book IV	14,682
Book II	14,502	Book V (Grades V and VI)....	14,206
Book III	14,476		

This means that approximately 75,000 readers were required to supply the needs of the children in school during the school year 1933-34.

REPORT OF BUILDING BRANCH

(H. KINGHAM, *Building Supervisor*)

The year 1933 shows an increase of \$8,871.76 over 1932 in the amount of school building work undertaken. There were only five replacements needed through fires, as against 19 in 1932. Building prices are showing a tendency to rise.

Approved building projects, including new buildings, repairs and renewals, additions and alterations, barns, residences, etc., during the year 1933 were as follows:

STANDARD DEPARTMENTAL PLANS			
	Quantity.	Cost.	Aver. Cost.
Schools erected by voluntary effort, and in many cases with a special grant of \$150.00:			
Log plans	11	.....	.....
Repairs	1	.....	.....
Schools erected by voluntary effort with partial capital expenditure:			
Log plans	2	\$1,170.10	\$ 585.05
SS-7, non-basement, low-cost frame design	1	300.00	300.00
Schools erected by regular contract:			
SE-5, non-basement, low-cost frame design	1	745.00	745.00
CN-20, full basement, stucco	1	2,700.00	2,700.00
SPECIAL DEPARTMENTAL PLANS			
Erected by regular contract:			
One-room schools:			
Non-basement, frame	5	\$5,737.30	\$1,147.45
Non-basement, stucco	1	1,420.00	1,420.00
Existing basement, stucco	1	1,787.00	1,787.00
Two-room schools:			
Non-basement, frame	1	2,393.00	2,393.00
Full basement, frame	1	4,020.00	4,020.00
Existing basement, stucco	1	3,950.00	3,950.00
Large schools:			
Four-room high school, full basement, septic tanks	1	12,501.00	12,501.00
Repairs, removals, minor additions	16	7,349.81	459.36
Barns	3	727.35	242.45
Residences	3	2,125.50	708.50
Other buildings	1	500.15	500.15
One-room complete additions	1	1,503.00	1,503.00
PLANS PREPARED OUTSIDE DEPARTMENT			
Erected by regular contract:			
Two-room, part basement, stucco	1	\$ 3,500.00	\$ 3,500.00
Four-room, full basement, stucco	1	8,790.00	8,790.00
Four-room, non-basement, stucco	1	6,900.00	6,900.00

SUMMARY

Schools destroyed by fire	8	
Buildings erected by voluntary effort	12	
	Quantity.	Total Cost.
Schools built partly by voluntary effort	3	\$ 1,470.10
One-room schools built by regular contract	9	12,889.30
Two-room schools built by regular contract	4	13,863.00
Four-room, and over, schools built by regular contract	3	28,191.00
Additions and alterations	1	1,503.00
Repairs and renovations	16	7,349.81
Residences and barns, etc.	7	3,353.00
Totals.....	43	\$68,119.21

REPORT OF DIRECTOR OF TECHNICAL EDUCATION
AND PRINCIPAL OF PROVINCIAL INSTITUTE
OF TECHNOLOGY AND ART

(W. G. CARPENTER)

The year 1933 has been a particularly difficult one for youth in Alberta in their struggle for employment. So many men have either been laid off or are working on a part-time schedule that

young and inexperienced applicants are told that they must wait until the older hands have been re-absorbed. This has been extremely discouraging, and youth has been forced to make one of two possible decisions—he must loaf much of his time, or he may go to school. Many are in school who, under normal conditions, would be employed. This is an advantage in many cases, but in others the attendance of such pupils is of little value either to themselves or to the school. Attendance at vocational schools has materially increased during these periods of distress. Even in schools where fees are paid the attendance records show increases.

In practically all such schools further curtailments have been found necessary until operation costs have been reduced to the minimum. These curtailments have been accepted in a philosophical spirit, and those employed in the work are cherefully doing their best, and efficiency has not suffered. In fact, in the city schools new members have been added to the staffs, larger quarters have been secured for accommodation, and devices resorted to to increase the spread of teaching services. In Calgary the Central Public School was requisitioned for the use of the Commercial High School, and a much larger number of students accommodated. In addition to this, the hours were changed and the classes were double-shifted. This makes three schools working on the double-shift plan—McDougall and Strathcona in Edmonton and Central in Calgary. One section begins work at 8:30 a.m. and finishes at 12:30, while the second division begins at 1:00 o'clock and remains till 5:00 p.m. On the whole, the plan is working quite well. I have carefully watched examination results, and have been able to detect little, if any, decrease in efficiency since the introduction of the new plan. In the Technical Schools the shop and class-room facilities are used to their capacities in both Edmonton and Calgary. The Provincial Institute of Technology and Art has had a record year in its day class services.

Only minor changes have been made in the programme of studies in any of the departments directly under the Technical Branch. The usual inspections and practical examinations have been carried out. It is becoming a heavy task to care for so much detail in connection with these examinations, but it would be unwise to make any change until organization and practice which will insure a high standard of work have been fully established.

Table No. 1 shows the detailed attendance in the day classes in the indicated schools throughout the Province.

TABLE 1.

This table indicates an increase in personnel enrolment of 322, or 9.3% over that of the previous year. There were 10 more teachers employed and an excess of student hours' instruction of 315,938. In Calgary the enrolment in the Commercial School increased 113, or 22.2%. This increase was largely made up by the increase in the number of graduates and students from the academic high schools, who continued school work in the commercial department. In Edmonton the enrolment exceeded that of Calgary by 257 pupils, the increase over that of the previous year being only 48, or 5.8%. The Calgary school is now housed in better quarters

in the old Central Public School, and a much higher enrolment is recorded to date for the new year, it being 728, which is an increase of 106, or 17% over that of the year reported above. There has been little change in Lethbridge, the increase being only three. In Edson there is a decrease in enrolment, while in Vegreville it has increased from 25 to 34. Turner Valley and Banff are reported this year as additional centres offering commercial work. Ponoka, Lacombe, Medicine Hat and Drumheller are districts which are giving consideration to the problem of instruction in practical subjects.

TABLE 1.—SUMMARIZED STATEMENT OF ATTENDANCE AND NUMBER OF TEACHERS IN DAY VOCATIONAL CLASSES FOR PERIOD JULY 1, 1932 TO JUNE 30, 1933

Municipality and School	Full-time Classes	Number of Individuals Enrolled		Teachers Total	Student Hours
	Total Enrol- ment	Male	Female		
Calgary S.D. No. 19:					
Technical High	479	353	126	22	558,638
Prevocational	234	131	103	13	211,314
Commercial High	622	163	459	16	462,787.5
Edmonton S.D. No. 7:					
Strathcona Commercial	272	94	178	6	101,996
McDougall Commercial	519	152	367	11	327,092
Technical High	586	172	414	23	408,807.2
Edmonton Separate S.D. No. 7:					
Commercial	88	27	61	3	69,112.5
Lethbridge S.D. No. 51: Commercial	195	74	121	9	144,743
Institute of Technology: Industrial..	694	625	69	32	342,517
Edson S.D. No. 2298: Commercial..	11	7	4	4	907.5
New Vegreville S.D. 1480:					
Commercial	34	22	12	1	24,105.4
Turner Valley S.D. 4039:					
Commercial	15	8	7	1	4,042.5
Coaldale Con. S.D. No. 9: Industrial..	25	25	....	1	800
Totals.....	3,774	1,853	1,921	142	2,656,862.6

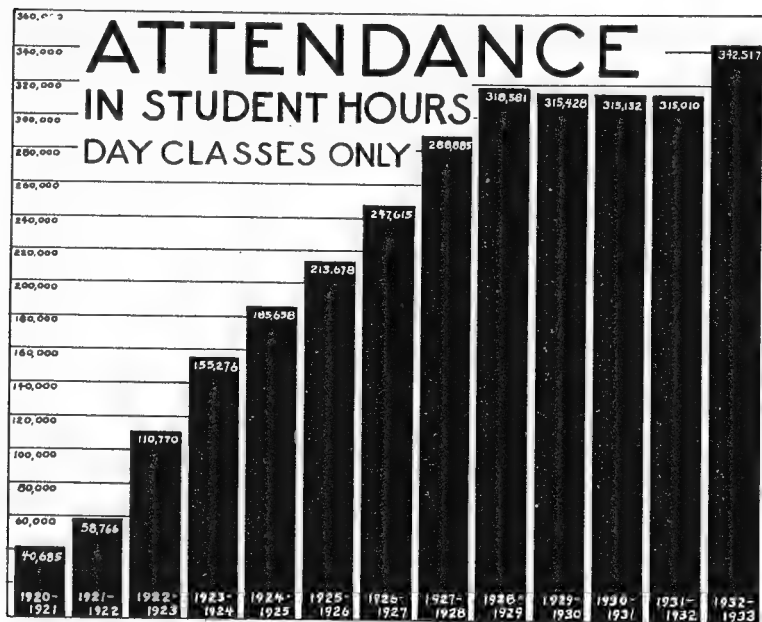
At the Technical Institute there were 118 students enrolled in correspondence courses, 74 in Coal-mining, 40 in Steam Engineering, and 4 in Electricity.

In the technical schools there is also a record of growth. Last year the Calgary Technical High School increased its enrolment from 606 to 713, an increase of 107, or 17.6%. In the current year this has been increased to date to 757, exceeding the record above by 54. In Edmonton the enrolment rose from 446 in 1931-32 to 586 in 1932-33, an increase of 31.4%. The increase in the current year's attendance to date over that of last year is 46.

The Provincial Institute of Technology and Art has had an interesting year. The enrolment in the day classes increased from 638 to 694, an increase of 56. The outstanding fact of the year is that the student hours instructional service increased from 315,010 to 342,517, or 27,507 student hours, or about 9%. This makes a new record for service exceeding the more prosperous years, 1928 and 1929. The graph on page 70, Table 2, illustrates this fact clearly. For the current year there are increases in this again for the months of October, November and December, and it appears that the records of last year will be exceeded. This increase is due to several factors. The Institute is taking a firmer place in the confidence of its constituency, and students are attending in large numbers to finish

their educational training. Many are continuing in school who normally would be in jobs. The short courses have been largely eliminated due to economic causes, and more students are enrolling in the longer courses. Many country students have been unable to attend during the winter, and the Institute enrolls a larger number of students from Calgary who enter when the year opens and continue to the close. The academic standing of the student body is rising, while the average age is falling.

TABLE 2.



The elimination of the shorter courses and of the courses directly catering to farmers has caused a falling-off of the students from the country. The demand for this service is increasing, and at the earliest possible moment these courses should be re-established. The night class work at the Institute has been practically eliminated, the only classes offered being Geology and Prospecting and Art. This elimination has been due entirely to lack of money. That there is a demand for evening classes was amply shown by the response of the unemployed to the offering of free classes at the Institute in the fall of 1933.

The details of the enrolment at the Institute of Technology are indicated in Table 3.

The record of the evening schools throughout the Province is not so encouraging. There has been very little opportunity for visiting the smaller centres where classes are possible with the purpose of urging them to set up classes or of assisting in their organization. Assistance and encouragement such as could be rendered through the mails have been given. As is shown by Table 4 there is an increase in the enrolment over that of the

previous year of 450, and an increase in student hours' service of 2,939, or 5%. Three more teachers were engaged. It will be noted that classes were held in 14 centres as against 9 in the previous year.

The correspondence courses conducted by the Institute of Technology and Art served as indicated in Table 5.

TABLE 3.

	Day.	Evening.	Correspondence.	Total.
Aeronautics	44	....	....	44
Art	44	33	....	77
Auto Mechanics	90	....	....	90
Automotive Electricity	16	....	....	16
Automobile Servicing	17	....	....	17
Drafting, Mechanical	12	....	....	12
Drafting, Architectural	19	....	....	19
Drafting, Survey	13	....	....	13
Dressmaking and Millinery	43	....	....	43
Electricity	145	....	4	149
Geology and Prospecting	9	23	....	32
Machine Shop	21	....	....	21
Mining	9	....	74	83
Steam Engineering	6	....	40	46
Welding (Oxy-Acetylene)	93	....	....	93
Welding (Electric)	2	....	....	2
Placer Mining	111	....	....	111
Totals.....	694	56	118	868

TABLE 4.

SUMMARIZED STATEMENT OF ATTENDANCE AND NUMBER OF TEACHERS IN EVENING VOCATIONAL SCHOOLS FOR PERIOD JULY 1, 1932, TO JUNE 30, 1933

Municipality or School	Enrol- ment, all Classes	Number of Individuals Enrolled		Total Student Hours (by clock)	Total Teach- ers	No. of Classes
		Male	Female			
Edmonton S.D. No. 7	686	476	210	22,629.8	29	36
Calgary S.D. No. 19	803	439	364	24,151	29	43
Medicine Hat S.D. No. 76	78	41	37	3,955	4	5
Rosedale S.D. No. 3751	15	15	....	694	1	1
Mountain Park S.D. No. 3334.....	17	17	....	858	1	1
Blairmore S.D. No. 628	16	16	....	2,196	1	1
Bellevue S.D. No. 1336	42	41	1	1,478	3	3
Canmore S.D. No. 168	10	10	....	420	1	1
Drumheller S.D. No. 2472	22	22	....	886	1	1
Midlandvale No. 4358	14	14	....	848	1	1
Mercoal S.D. No. 4226	11	11	....	654	1	1
Lopstick S.D. No. 1433	19	19	....	1,347.84	1	1
Lethbridge S.D. No. 51	19	19	....	2,318.28	2	2
New Vegreville S.D. No. 1480.....	18	14	4	472	1	1
Totals	1,770	1,154	616	62,907.92	75	98

TABLE 5.

COMPARATIVE RECORD OF SERVICE RENDERED BY CORRESPONDENCE DEPARTMENT OF THE PROVINCIAL INSTITUTE OF TECHNOLOGY AND ART AS FOR 1931-32 AND 1932-33

	Papers Corrected		Lectures Issued		Percentage Lectures Ans'd	
	1931-32	1932-33	1931-32	1932-33	1931-32	1932-33
Elem. Maths.	107	197	151	203	70	97
1st Class Min.	72	92	79	123	91	75
2nd Class Min.	132	165	231	204	57	90
3rd Class Min.	53	102	97	127	55	80
Totals.....	364	576	558	657	65	88
Elem. Steam	63	29	84	29	65	100
1st Class Steam	55	29	58	32	95	90
2nd Class Steam	202	95	221	147	91	65
3rd Class Steam	517	254	541	243	96	104
Electricity	5	4	14	23	....	....
Totals.....	842	411	918	472	91	90
Grand Totals	1,206	987	1,476	1,131	....	....

TABLE 6.

COMPARATIVE ENROLMENT AND COURSES COMPLETED BY STUDENTS RECEIVING SERVICE FROM THE CORRESPONDENCE DEPARTMENT OF THE PROVINCIAL INSTITUTE OF TECHNOLOGY AND ART FOR 1931-32 AND 1932-33.

	Enrolment		Courses Completed	
	1931-32	1932-33	1931-32	1932-33
Elem. Maths.	4	2	2	0
1st Class Mining	6	3	0	1
2nd Class Mining	16	6	2	4
3rd Class Mining	11	13	2	4
Totals.....	37	24	6	9
Elem. Steam	6	2	4	2
1st Class Steam	0	0	1	2
2nd Class Steam	13	9	7	2
3rd Class Steam	18	13	17	15
Electricity	2	2	0	0
Totals.....	39	26	29	21
Grand Total.....	76	50	35	30

Because of the dropping off of the enrolment in the Correspondence Department, the two departments were combined under the direction of Mr. Alex. Higgins, R.P.E. (Mechanical and Mining).

One of the interesting phases of the evening class work in the Province was that offered the unemployed in the cities of Calgary, Edmonton and Lethbridge. The organization in Calgary for these classes met with special success. Representatives from the Calgary Public School Board, the Calgary Separate School Board, the Public Library, the Ministerial Association, the Y.M.C.A., the Y.W.C.A., Mount Royal College, and the Provincial Institute of Technology and Art drafted a programme of proposed subjects for the unemployed in the city to be given from about the 1st of November to the end of March. The subjects were divided into groups such as elementary school subjects, including English for the non-English, commercial subjects, technical and vocational subjects and physical training, with discussion groups in psychology, philosophy, literature, etc. Selected committees were assigned the responsibilities of carrying on programmes in the above indicated departments. There was to be no tuition charged and the instruction was to be voluntary on the part of the teachers. Accommodation was provided without charge. Up to the end of the year the reaction of the unemployed was most interesting. In the technical classes conducted at the Technical Institute there were 534 persons enrolled for 1,050 places in 21 classes. The subjects offered were Electricity (Elementary and Advanced), Woodwork (five classes), Farm Mechanics, Steam Engineering, Aeronautics, Motor Mechanics, Geology and Prospecting, Chemistry, Radio, Drafting (Elementary and Advanced), Mathematics (Elementary and Advanced), Gas Engine Ignition, Homesteading and Farming, Poultry Raising, Gardening, and Show Card Writing. In all, 32 specialists volunteered their services and were used, and before the classes close several others will be rendering service. The attendance was well maintained throughout the winter, and notwithstanding the very cold weather in December and the fact that the Institute is about two miles from the centre of the city, the attendance was very good indeed. In all, 718 persons came to the Institute and enrolled. For various reasons, chief of which were inability to

organize classes in all the 60 subjects requested and the removal of a number of men from the city to rural relief centres, only 534 actually received instruction. These made 1,050 enrolments, some men attending five nights per week. In the elementary and commercial groups, over 200 persons received service, about 125 in the study and reading groups, 300 in the leisure hour programme of the Y.M.C.A., and 40 in the Y.W.C.A. programme. In addition to this programme, the Household Science teachers in the public school system, under Miss M. A. Howard, have conducted demonstration courses in foods in their centres for women and mothers. In all, about 150 will receive instruction on the selection and preparation of foods. In Lethbridge about 150 persons, particularly in North Lethbridge, have been served with the same type of programme as was offered in Calgary, Mrs. G. Bateman-Lovegrove taking the leadership in co-operating with the Lethbridge School Board. In Edmonton the Alumni Association of the University of Alberta has taken initiative in developing a programme similar to that in Calgary.

During the year 1932-33 the Director organized an itinerary in Southern Alberta for an Art Exhibition, made possible through funds supplied by the Carnegie Foundation in New York, and administered by the Department of Extension of the University of Alberta. In all, 14 smaller places were visited, children were invited to attend from the neighbouring schools, and lectures were delivered to them and to the public. In the fall of 1933 a much more elaborate exhibition was organized, consisting of 37 Scottish oil paintings, 32 paintings from Alberta artists, 30 paintings by Mr. A. C. Leighton, R.B.A., 10 Chinese embroideries, and 48 prints of masterpieces from the Carnegie collection at the University. In all, 157 pieces were gathered as an exhibition. These were packed into 15 cases and loaded on a truck, which in January, 1934, will set out on a circuit to visit Banff, Canmore, High River, Blackie, Vulcan, Nanton, Claresholm, Macleod, Hillcrest, Coleman, Cardston, Magrath, Raymond, Lethbridge, Taber, Carmangay, Barons, Medicine Hat, Empress, Bindloss, Brooks, Bassano, Gleichen, Strathmore, and Calgary.

GENERAL STATISTICS

(I. V. HALL, *Statistician*)

The following statistics have been compiled from information furnished by teachers, secretaries of school districts, and official auditors:

In 5,796 rooms or departments of 3,451 school districts the enrolment was 171,445 in the year 1933. Of this enrolment, 56,094 were in the rooms of 59 city and town schools, 5,778 in 18 separate school districts, and 43,294 in the rooms of other graded schools as compared with 56,744 in city and town schools, 5,831 in separate schools, and 42,643 in other graded schools in 1932. There were 7,243 pupils in 217 rooms in 62 consolidations. The number of pupils in the rural graded schools in 1933 was 17,105. There were 66,279 pupils in 2,947 one-room schools.

The number of secondary grade rooms, including commercial and technical, was 628, being an increase of 37 over the previous year. The number of rooms in graded schools in which both elementary and secondary grade work was conducted was 339, being an increase of 24 over the previous year.

The average monthly percentage of attendance was 88.69 of the monthly enrolment.

During the year 96.5% of the schools in operation operated over 160 days, and the average number of days the schools were in operation was 192.56. The increase in the upper grades as compared with the lower grades since 1912 (the year in which the 12-grade system was introduced) may be seen in the following table:

PERCENTAGE OF ENROLMENT

Year	Grade I	Grades IX to XII	Grades VII to XII
1912.....	32.24	3.92	14.65
1913.....	32.08	4.09	14.50
1914.....	29.86	4.44	15.51
1915.....	25.54	5.38	17.19
1916.....	25.14	5.81	18.06
1917.....	24.87	5.62	18.45
1918.....	25.41	6.22	19.42
1919.....	26.05	6.52	20.39
1920.....	24.93	6.74	21.31
Jan.-June 1921.....	25.24	6.04	18.94
1921-1922.....	22.81	7.53	21.26
1922-1923.....	20.87	8.29	22.73
1923-1924.....	19.51	9.13	23.39
1924-1925.....	18.23	9.95	24.23
1925-1926.....	17.68	9.60	24.82
1926-1927.....	17.74	10.63	25.94
1927-1928.....	17.57	11.44	26.90
1928-1929.....	16.97	11.78	27.60
1929-1930.....	16.25	12.66	28.79
1930-1931.....	15.13	14.38	30.56
1931-1932.....	14.01	16.53	32.42
1932-1933.....	13.49	17.13	33.61

The percentage of pupils enrolled in Grade I in the year 1933 continues to show a decrease from the previous years, while the percentage of pupils from Grades VII to XII continues to increase. The percentage of enrolment of secondary grade pupils compares favourably with that of the other provinces of Canada.

The distribution of pupils by grades leaving school at the age of 15 years since 1919 by percentage was as follows:

Year	Grades											
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
1919..	2.20	2.30	2.20	4.80	7.70	12.90	29.10	26.60	8.40	3.10	2.00	.40
1920..	.91	1.21	2.06	4.23	7.04	13.20	17.10	29.98	12.14	5.92	3.41	2.80
Jan.-June 1921..	1.12	1.05	3.92	6.09	9.91	16.84	19.16	33.55	6.65	1.47	.24	.....
1921-1922..	1.14	1.61	3.59	7.02	11.28	16.52	19.29	29.79	6.59	2.34	.81	.02
1922-1923..	1.08	1.01	3.99	5.62	8.68	13.08	18.97	28.60	11.90	4.59	2.18	.40
1923-1924..	.54	.90	2.46	3.36	5.47	9.06	20.94	32.87	14.48	7.36	2.47	.07
1924-1925..	.39	.81	2.18	3.65	6.33	8.57	20.45	34.94	12.60	7.19	2.84	.10
1925-1926..	.15	.35	1.16	2.10	6.65	10.21	17.24	34.69	15.20	10.53	1.46	.26
1926-1927..	.16	.19	.45	1.85	4.97	11.50	18.71	33.22	17.25	8.08	3.46	.16
1927-1928..	.10	.20	.65	2.60	6.18	9.79	20.86	31.60	17.50	8.62	2.30	.10
1928-1929..	.09	.17	.56	1.22	5.74	8.78	21.64	32.09	18.11	9.99	1.55	.06
1929-1930..	.09	.13	1.02	1.69	6.78	8.86	21.23	33.62	17.96	6.58	1.95	.09
1930-1931..	.13	.13	1.07	1.79	7.35	8.81	21.62	34.10	17.14	5.98	1.79	.09
1931-1932..	.09	.31	.72	1.63	6.53	9.17	19.05	34.55	17.13	7.88	2.79	.15
1932-33..	.06	.18	.54	1.70	5.05	9.29	19.22	36.13	18.38	6.64	2.39	.42
Avr. for 15 yrs.	.52	.70	1.77	3.29	7.04	11.10	20.27	32.42	14.09	6.42	2.11	.34

The average number of days of operation in ungraded schools was 191.52 days, and in graded schools 197.75 days. The policy of paying assessment grants in advance has undoubtedly assisted in the operation of the ungraded schools. In the ungraded schools pupils attended on the average 147.37 days, and in graded schools 162.72 days.

In the year 1932 there were 5,729 rooms in operation and 5,760 teachers employed during the year, while in 1933 there were 5,796 rooms in operation and 6,050 teachers employed.

TABLE 1.
CLASSIFICATION OF PUPILS

Grades	No. of Pupils June 30, 1932	Per cent. of enrolment	No. of Pupils June 30, 1933	Per cent. of enrolment
I	23,935	14.01	23,127	13.49
II	18,561	10.87	17,618	10.28
III	19,386	11.35	18,830	10.99
IV	18,831	11.03	18,782	10.95
V	18,213	10.67	18,399	10.73
VI	16,475	9.65	17,057	9.95
VII	14,069	8.24	15,036	8.77
VIII	13,078	7.65	13,227	7.71
IX	10,990	6.43	10,408	6.07
X	8,217	4.81	8,790	5.13
XI	5,944	3.48	6,542	3.81
XII	3,096	1.81	3,629	2.12
Totals	170,795	100.00	171,445	100.00
Elementary Grades	142,548	83.47	142,076	82.87
Secondary Grades	28,247	16.53	29,369	17.13

Percentage of Enrolment in Secondary Grades was 17.13 in 1933 and 16.53 in 1932. Private School pupils are included in this table.

TABLE 2.
COMPARATIVE STATEMENT OF ATTENDANCE AND CLASSIFICATION OF PUPILS
IN GRADED AND UNGRADED SCHOOLS

	Graded Schools	Ungraded Schools
Number of Pupils enrolled	105,166	66,279
Aggregate days' attendance of Pupils	17,112,922	9,767,245.50
Daily average attendance of Pupils	89,203.91	50,632.42
Percentage of attendance of total enrolment	84.82	76.39
Average number of days attended per Pupil	162.72	147.37
Average length of school year	197.75	191.52
CLASSIFICATION: Grade I	11,672	11,455
Grade II	9,904	7,714
Grade III	10,491	8,339
Grade IV	10,499	8,283
Grade V	10,358	8,041
Grade VI	9,933	7,124
Grade VII	9,020	6,016
Grade VIII	7,968	5,259
Grade IX	7,714	2,694
Grade X	7,663	1,127
Grade XI	6,326	216
Grade XII	3,618	11
Total Attendance	105,166	66,279

The percentage of attendance in both Graded and Ungraded Schools has decreased slightly this year as has the average length of school year. Ungraded Schools are one-room schools and are for the most part rural.

TABLE 3.

AVERAGE AGE OF PUPILS

Grade I	7.1
Grade II	8.1
Grade III	9.3
Grade IV	10.5
Grade V	11.4
Grade VI	12.7
Grade VII	13.6
Grade VIII	14.4
Grade IX	15.5
Grade X	16.8
Grade XI	17.7
Grade XII	18.6

TABLE 4.

Ages	Total No. of Pupils	Percentage of enrolment
5 years and under	370	.22
6 years	7,343	4.28
7 years	14,500	8.45
8 years	16,008	9.34
9 years	16,391	9.57
10 years	16,721	9.75
11 years	17,212	10.04
12 years	16,875	9.84
13 years	16,896	9.85
14 years	14,971	8.73
15 years	12,749	7.44
16 years	8,639	5.04
17 years	6,127	3.57
18 years	3,777	2.20
19 years	1,716	1.00
20 years	607	.36
21 years and over	543	.32
Totals.....	171,445	100.00

Of the pupils enrolled, 12.49% are over the compulsory age limit of 15 years.

TABLE 5.
DISTRIBUTION OF PUPILS BY SEX, GRADE, AND AGE LAST BIRTHDAY
ACADEMIC SCHOOL YEAR ENDED JUNE 30th, 1933
(July 1st, 1932, to June 30th, 1933)

Grade	Sex	5 yrs and under	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs.	Total
Grade I.	Boys	157	3576	5032	2054	662	241	101	49	28	12	2	1	2	2	1		1	11920
	Girls	212	3487	4795	1798	553	198	80	44	19	10	5	1	4		1			11207
Grade II.	Boys	1	109	1962	3709	1937	728	315	130	71	27	8	5						9001
	Girls	1	163	2217	3567	1670	618	184	123	43	17	8	3	2		1			8617
Grade III.	Boys		4	195	2919	3542	2180	1001	410	192	80	28	6	2			1		9660
	Girls		4	295	2330	3481	1777	719	342	183	59	19	7			2		1	9170
Grade IV.	Boys			1	303	1695	3217	2224	1156	507	235	88	19	1					9355
	Girls		3		302	2250	3276	1961	864	414	174	67	11	6		1			9427
Grade V.	Boys			15	298	1724	3095	2163	1160	549	349	287	40	5		3			9291
	Girls			11	341	2151	3262	1882	950	864	157	27	27	2		1			9408
Grade VI.	Boys				6	193	1710	2837	1326	875	291	77	14	2		1			8828
	Girls				14	292	1981	2956	1326	1086	504	100	25	2		1			8429
Grade VII.	Boys				1			14	228	1448	2522	1632	1032	72		1			7840
	Girls				1			10	301	1709	2758	1659	818	187		1			7496
Grade VIII.	Boys							1	20	273	1504	2178	1629	634	198	36		1	6488
	Girls							1	29	346	1650	2443	1559	512	114	33		1	6789
Grade IX.	Boys									29	273	1310	1831	1056	466	124			5159
	Girls							1	50	391	1448	1928	1091	435	119	35			5523
Grade X.	Boys								3	28	249	1003	1253	802	398	141			4001
	Girls								1	39	319	1101	1390	907	425	209			4505
Grade XI.	Boys									1	22	163	658	949	643	274			2857
	Girls										22	251	962	1229	749	310			3685
Grade XII.	Boys										1	18	143	467	531	324			1791
	Girls										2	25	175	384	632	366			1338
Totals by Sex	Boys	157	3689	7190	8000	8082	8298	8694	8538	8572	7579	6543	4196	2993	1804	784	280	302	85991
	Girls	212	3654	7310	8008	8309	8423	8518	8347	8324	7392	6206	4443	3134	1973	932	327	241	85754
Grand Totals		370	7343	14500	16008	16391	16721	17212	16875	16896	14971	12749	8639	6127	3777	1716	607	543	17145
Beginning Grade I. this year.	Boys	157	3514	4240	1521	481	153	72	31	20	8	1	1	2	2			1	10204
	Girls	212	3436	4070	1333	390	133	49	30	15		3	1	4					9593
Repeating Grade I. from previous year	Boys		62	792	533	181	88	29	18	8	4	1							1716
	Girls		51	725	465	154	65	31	14	4	3	2							1514

TABLE 5 (a)
GRAPH 1.

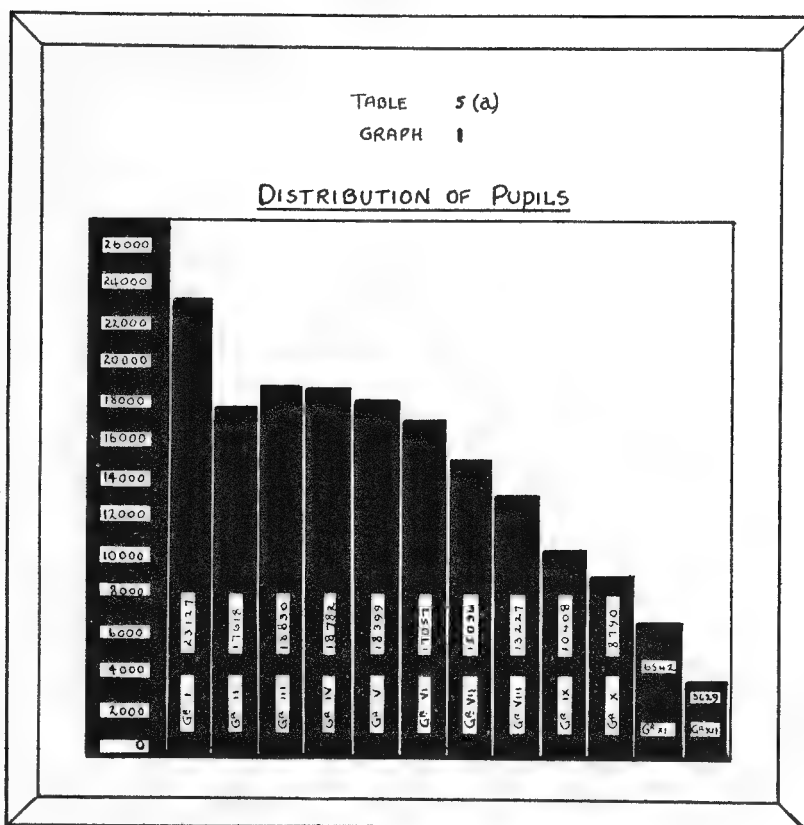


TABLE 6.

TABLE SHOWING NUMBER AND PERCENTAGES IN EACH GRADE UNDER AGE, NORMAL AND OVER AGE

Grades	Number in each Grade			Total in each Grade	Per cent. in each Grade		
	Under Age	Normal	Over Age		Under Age	Normal	Over Age
I	369	16,890	5,868	23,127	1.16	73.03	25.81
II	273	11,455	5,890	17,618	1.55	65.02	33.43
III	498	11,372	6,960	18,830	2.65	60.39	36.96
IV	509	10,539	7,734	18,782	2.71	56.12	41.17
V	605	10,232	7,562	18,399	3.29	55.60	41.11
VI	505	9,484	7,068	17,057	2.96	55.60	41.44
VII	554	8,537	5,945	15,036	3.72	56.78	39.50
VIII	720	7,775	4,732	13,227	5.44	58.78	35.78
IX	744	6,517	3,147	10,408	7.15	62.61	30.24
X	639	4,747	3,404	8,790	7.27	54.00	38.73
XI	457	3,798	2,287	6,542	6.98	58.05	34.97
XII	364	2,064	1,201	3,629	10.03	56.87	33.10
Totals.....	6,237	103,410	61,798	171,445	3.64	60.32	36.04

This is a recapitulation of Table 5. There is an increase in the number of pupils over age in their grades and a small decrease of pupils under age as compared with previous year. Pupils lose a great number of days even when schools are in operation, as is shown in Table 22.

TABLE 7.

The following is the number of Pupils leaving school at the age of 15 years:

Grade I	2
Grade II	6
Grade III	18
Grade IV	57
Grade V	169
Grade VI	311
Grade VII	643
Grade VIII	1,209
Grade IX	615
Grade X	222
Grade XI	80
Grade XII	14
Total.....	3,346

This is an increase over last year.

TABLE 8.

The following is the percentage of the total enrolment leaving school at the age of 15 years:

Grade I	.001
Grade II	.003
Grade III	.01
Grade IV	.03
Grade V	.09
Grade VI	.18
Grade VII	.38
Grade VIII	.71
Grade IX	.36
Grade X	.13
Grade XI	.05
Grade XII	.008
Total.....	1.952

DEPARTMENT OF EDUCATION

TABLE 9.

The following is the percentage of the total leaving school at the age of 15 years:

Grade I	.06
Grade II	.18
Grade III	.54
Grade IV	1.70
Grade V	5.05
Grade VI	9.29
Grade VII	19.22
Grade VIII	36.13
Grade IX	18.38
Grade X	6.64
Grade XI	2.39
Grade XII	.42
Total.....	100.00

TABLE 10.

The following is the percentage of each grade leaving school at the age of 15 years:

Grade I	.008
Grade II	.03
Grade III	.09
Grade IV	.30
Grade V	.92
Grade VI	1.82
Grade VII	4.27
Grade VIII	9.14
Grade IX	5.91
Grade X	2.52
Grade XI	1.22
Grade XII	.38

TABLE 11.

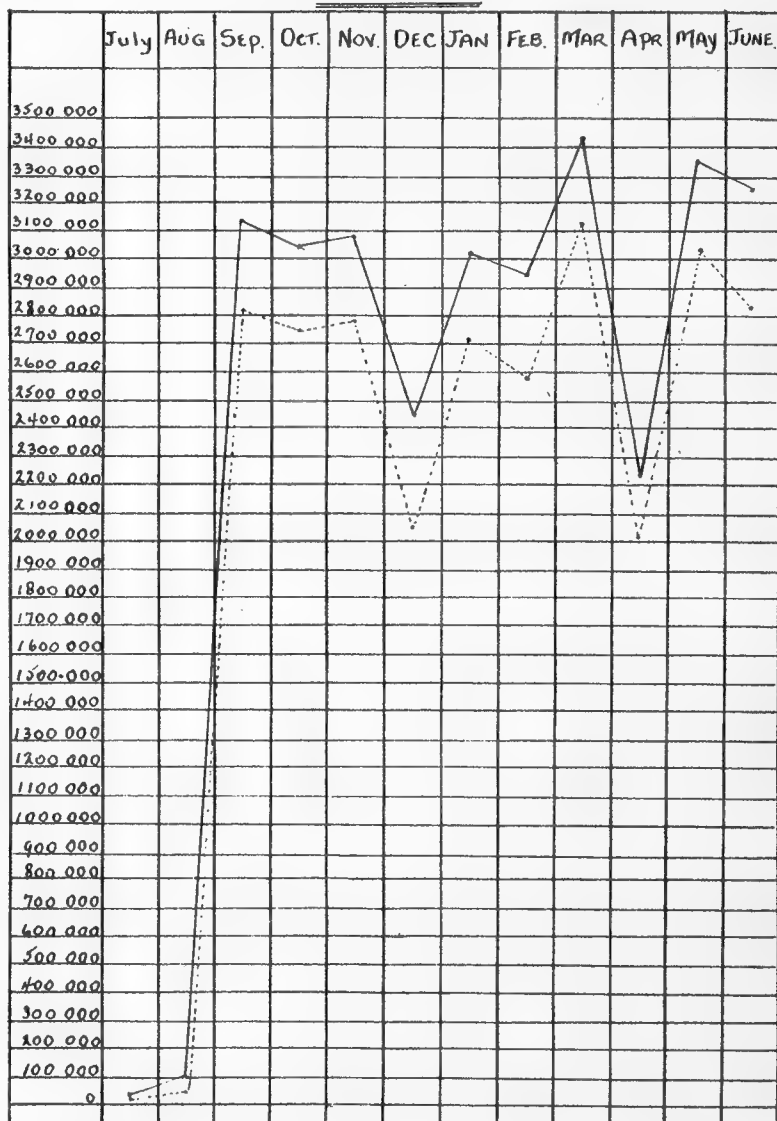
TABLE SHOWING ATTENDANCE OF PUPILS MONTH BY MONTH DURING THE
YEAR JULY 1st, 1932, TO JUNE 30th, 1933

Month	Possible Aggregate	Actual Aggregate	Percentage of At- tendance per Month
July	40,437	34,734	85.89
August	100,461.5	87,433.5	87.03
September	3,125,195.5	2,829,967.5	90.55
October	3,055,872	2,745,774	89.85
November	3,081,099.5	2,780,656.5	90.25
December	2,472,551	2,068,411.5	83.66
January	3,016,790.5	2,700,265.5	89.57
February	2,946,454	2,585,145	87.77
March	3,449,537.5	3,127,479	90.66
April	2,238,374	2,040,061.5	91.14
May	3,348,417.5	3,051,935.5	91.15
June	3,260,094.5	2,828,304	86.75
Average monthly percentage of attendance.....			88.69

The percentage of attendance per month shows a decrease of 1.33% from last year. Week by week records would be of more value than the monthly ones, but would be very difficult to secure. This statement is more nearly correct than a yearly one.

TABLE 12.
GRAPH 2.

DIAGRAM SHOWING COMPARISON BETWEEN POSSIBLE AGGREGATE
ATTENDANCE & ACTUAL AGGREGATE ATTENDANCE SHOWING VARIATION
By MONTHS



POSSIBLE AGGREGATE IN BLACK LINE. ——— ACTUAL AGGREGATE IN DOTTED LINE - - - - -

DEPARTMENT OF EDUCATION

TABLE 13.

SCHOOL DISTRICTS

School districts in existence Dec. 31st, 1932, including the units in Consolidations	3,708
Number of Consolidations in existence December 31st, 1932	64
Number of School District Units in Consolidations, December 31st, 1932	206
Number of School Districts established in 1933	20
Number of School Districts dissolved in 1933: Public	71
Separate	1
Number of School Districts in Province, December 31st, 1933, including the units in Consolidation	3,656
Number of Consolidations dissolved in 1933	2
Number of Consolidations in existence, December 31st, 1933	62
Number of School District Units in Consolidation, December 31st, 1933	202
Number of Rural High Schools established in 1933	1
Number of Rural High Schools dissolved in 1933	1
Number of Rural High Schools in existence, December 31st, 1933	16
Number of Units in Rural High Schools, December 31st, 1933	78

To obtain the number of schools that could operate, deduct the number of units in Consolidations from the number of school districts in the Province, December 31st, 1933, and add the 62 Consolidations. The Rural High Schools could also be added as they are districts within districts.

Of the above 72 districts disorganized during the year, 64 are included in the Berry Creek S.D. No. 4617.

TABLE 14.

ATTENDANCE OF PUPILS

Number of pupils attending school during the year	171,445
Number of boys	85,691
Number of girls	85,754
Total aggregate attendance for the year	26,880,167.5
Total average attendance for the year	139,836.33

The average number of pupils enrolled per room was 29.6, a decrease of .2 from the previous year. The average attendance of pupils per room was 24.1, a decrease of .3 from the previous year.

TABLE 15.

PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR IN CITY, TOWN, VILLAGE AND RURAL SCHOOLS

	City and Town	Village	Rural	Total
Less than 20 days	659	412	1,792	2,863
Between 20 and 39 days	1,043	562	3,845	5,450
Between 40 and 59 days	1,075	703	3,794	5,572
Between 60 and 79 days	953	493	2,498	3,944
Between 80 and 99 days	872	471	2,484	3,827
Between 100 and 119 days	1,293	582	3,409	5,284
Between 120 and 139 days	1,681	860	4,922	7,463
Between 140 and 159 days	3,743	1,820	9,727	15,290
Between 160 and 179 days	13,131	5,763	21,576	40,470
Between 180 and 199 days	37,307	14,296	28,725	80,328
200 days and over	115	227	612	954
Totals	61,872	26,189	83,384	171,445

Of the enrolled, 71.02% attended over 160 days—a decrease of 1.48% from the previous year.

TABLE 16.

TABLE SHOWING ATTENDANCE IN TOWN SCHOOLS DURING THE YEAR

Schools	Enrolment	Average Attendance	Av. Monthly Percentages
St. Albert	200	155.12	89.8
Edmonton	16,716	14,452.05	90.3
Calgary	16,055	14,182.21	92.9
Thibault	196	167.57	85.4
Macleod	369	311.35	81.2
Lethbridge	2,617	2,259.90	81.7
Medicine Hat	2,407	2,106.43	83.7
Fort Saskatchewan	244	213.34	94.3
National Park	433	370.97	92.1
Gleichen	219	190.76	92.4
Red Deer	729	634.63	92.7
Pincher Creek	241	208.71	91.3
High River	425	360.37	93.0
Okotoks	233	200.09	93.6
Innisfail	338	280.94	93.8
Olds	325	274.09	91.8
Lacombe	399	337.29	91.3
Wetaskiwin	534	463.23	94.4
Leduc	300	263.63	93.4
Ponoka	393	343.04	92.2
Cardston	615	518.38	91.8
Magrath	496	416.36	92.6
Blairmore	473	419.83	95.7
Didsbury	264	217.13	91.5
Raymond	710	606.57	91.5
Clareholm	375	331.22	93.4
Athabasca	180	149.91	91.3
Irvine	81	69.13	90.9
Taber	576	484.92	90.9
Stavely	135	110.19	91.0
Coleman	665	597.10	95.8
Granum	119	103.07	92.6
Camrose	637	563.42	94.0
Vermilion Centre	424	347.54	92.2
Stettler	437	378.29	92.9
New Vegreville	530	428.07	90.0
Daysland	189	173.80	94.1
Strathmore	178	156.75	94.1
Wainwright	329	256.86	85.7
Hardisty	157	133.38	93.7
Vulcan	298	251.29	90.8
Tofield	198	166.99	90.3
Carmangay	98	87.69	92.6
Brooks	190	168.77	95.8
Bassano	223	190.23	94.0
Castor	186	159.61	94.3
Redcliffe	264	230.21	93.9
Beverly	253	210.39	88.8
Edson	456	388.93	91.8
Coronation	231	197.82	93.0
Drumheller	1,285	1,099.65	92.1
Grande Prairie	287	250.06	94.6
Big Valley	198	157.97	90.5
Peace River	242	209.10	94.1
Hanna	436	374.89	92.2
Three Hills	234	189.53	89.5
Grouard	173	151.57	96.7
Youngstown	88	79.29	94.3
Calgary R. C. S.	1,609	1,374.79	92.2
Edmonton R. C. S.	2,556	2,188.74	93.2
Holy Cross R. C. S.	31	26.80	89.7
Lethbridge R. C. S.	569	483.54	93.0
Sacred Heart R. C. S.	42	34.58	93.5
St. Martin's R. C. S.	136	115.99	92.5
North Red Deer R. C. S.	81	59.10	91.9
St. Michael's R. C. S.	112	89.59	91.4
St. Louis R. C. S.	121	99.23	93.2
Theresetta R. C. S.	72	55.24	91.5
St. Joseph's R. C. S.	54	45.67	94.3
Wainwright R. C. S.	115	100.59	94.6

Average of monthly percentages of Town Schools during the year for the months actually operated, 92.53.

This is a decrease of .57% from last year.

TABLE 17.

TABLE SHOWING THE NUMBER OF SCHOOLS IN OPERATION AND DAYS
ACTUALLY OPERATED DURING THE YEAR

	City and Town	Village	Rural	Totals
Less than 20 days .....	.....	.....	.....	.....
Between 20 and 39 days .....	.....	.....	4	4
Between 40 and 59 days .....	.....	.....	8	8
Between 60 and 79 days .....	.....	.....	7	7
Between 80 and 99 days .....	.....	.....	8	8
Between 100 and 119 days .....	.....	.....	16	16
Between 120 and 139 days .....	.....	.....	20	20
Between 140 and 159 days .....	.....	.....	49	49
Between 160 and 179 days	1	.....	200	201
Between 180 and 199 days	54	162	2,165	2,381
200 days and over	16	51	690	757
Totals.....	71	213	3,167	3,451

During the year 96.5% of the schools in operation, operated over 160 days. This is a decrease of only .2% from the previous year.

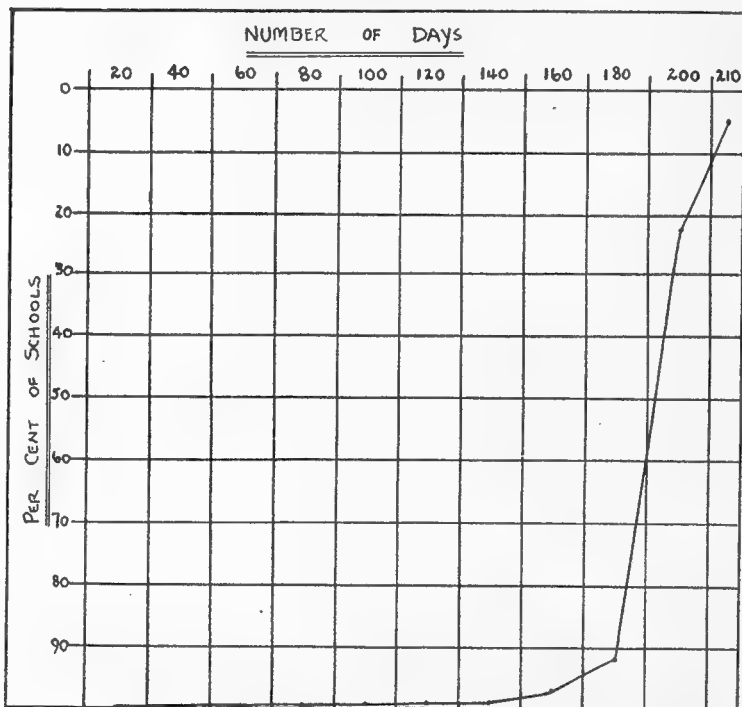
TABLE 18.

NUMBER OF SCHOOLS IN OPERATION AT JUNE 30, 1932, AND JUNE 30, 1933,
AND NUMBER OF DEPARTMENTS IN EACH

School Districts Having	Total Schools		Total Departments	
	June 30, 1932	June 30, 1933	June 30, 1932	June 30, 1933
1 Department	2,906	2,947	2,906	2,947
2 Departments	280	296	560	592
3 "	68	62	204	186
4 "	40	44	160	176
5 "	33	32	165	160
6 "	13	16	78	96
7 "	8	8	56	56
8 "	7	8	56	64
9 "	5	4	45	36
10 "	5	4	50	40
11 "	4	4	44	44
12 "	6	8	72	96
13 "	3	2	39	26
14 "	1	.....	14	.....
15 "	2	2	30	30
16 "	3	2	48	32
17 "	2	2	34	34
18 "	1	1	18	18
19 " .....	.....	2	.....	38
20 "	1	.....	20	..
33 "	1	1	33	33
48 " .....	.....	1	.....	48
49 "	1	.....	49	.....
64 " .....	.....	1	.....	64
65 "	1	.....	65	.....
67 " .....	.....	1	.....	67
70 " .....	.....	1	70	70
71 "	1	.....	71	.....
409 " .....	.....	1	.....	409
412 "	1	.....	412	.....
430 "	1	.....	430	.....
434 " .....	.....	1	.....	434
Totals.....	3,395	3,451	5,729	5,796

TABLE 19.

GRAPH 8.

SCHOOLS IN OPERATION, 1932-33

This Graph is to be interpreted as follows:— Number of Schools operating at least 20 days is 100%; at least 40 days is 99.9%; At least 60 days is 99.7%; At least 80 days is 99.4%; etc.

TABLE 20.

GRAPH 4.

DIAGRAM SHOWING THE ENROLMENT & AVERAGE ATTENDANCE IN ALBERTA SCHOOLS FROM

— 1905 — 33 INCL. —

Enrolment in black line

Average Attendance in Dotted Line

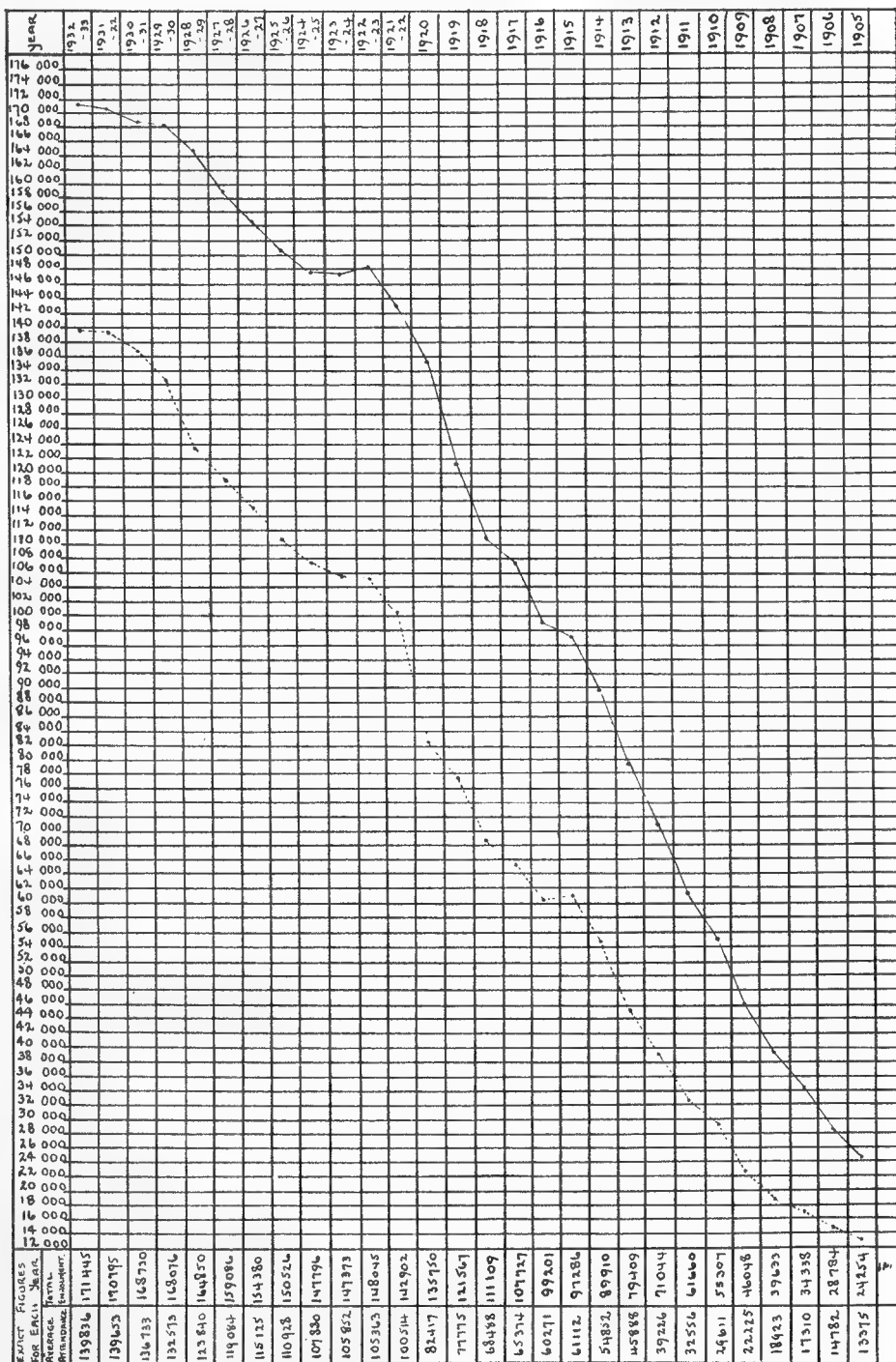


TABLE 21.
GRAPH 5.

DIAGRAM SHOWING NUMBER OF PUPILS PER ROOM IN
ALBERTA SCHOOLS FROM 1905-33 INCL.

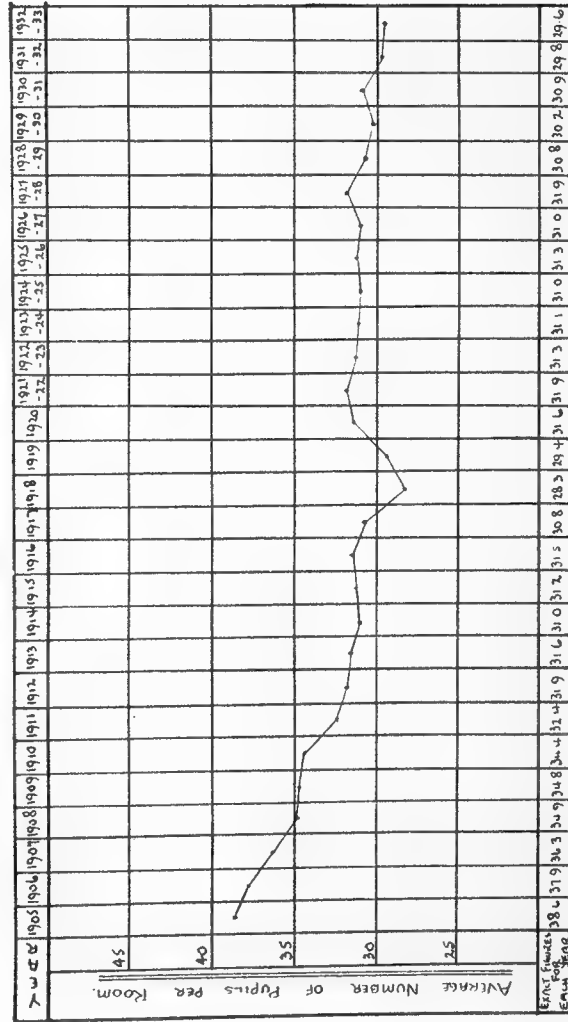


TABLE 22.

	1931-32	1932-33
1. Aggregate number of days attended during the year....	27,743,597.50	26,880,167.50
2. Average number attending each day	139,653.18	139,836.33
3. Average monthly percentage of attendance	90.02	88.69
4. Average number of days school was open during the year	195.06	192.56
5. Average number of days pupils attended during the year	162.43	159.06
6. Average number of days lost by pupils during the year	47.57	50.94
7. Percentage proportionate of total attendance to average attendance	81.76	81.56
8. Percentage proportionate of Secondary to Elementary Grades	19.74	20.67

The average number of days attended by pupils has decreased 3.37 days from the previous year. The number of days lost by pupils is based on a school year of 210 days. Schools of cities and towns operated less than 200 days for the most part.

The actual time lost by pupils is 17.39% of the time schools were in operation.

The percentage proportionate of Secondary to Elementary Grades has increased .93%.

The average monthly percentage of attendance has decreased 1.33%.

Grades I to VIII are Elementary and Grades IX to XII are Secondary.

TABLE 23.

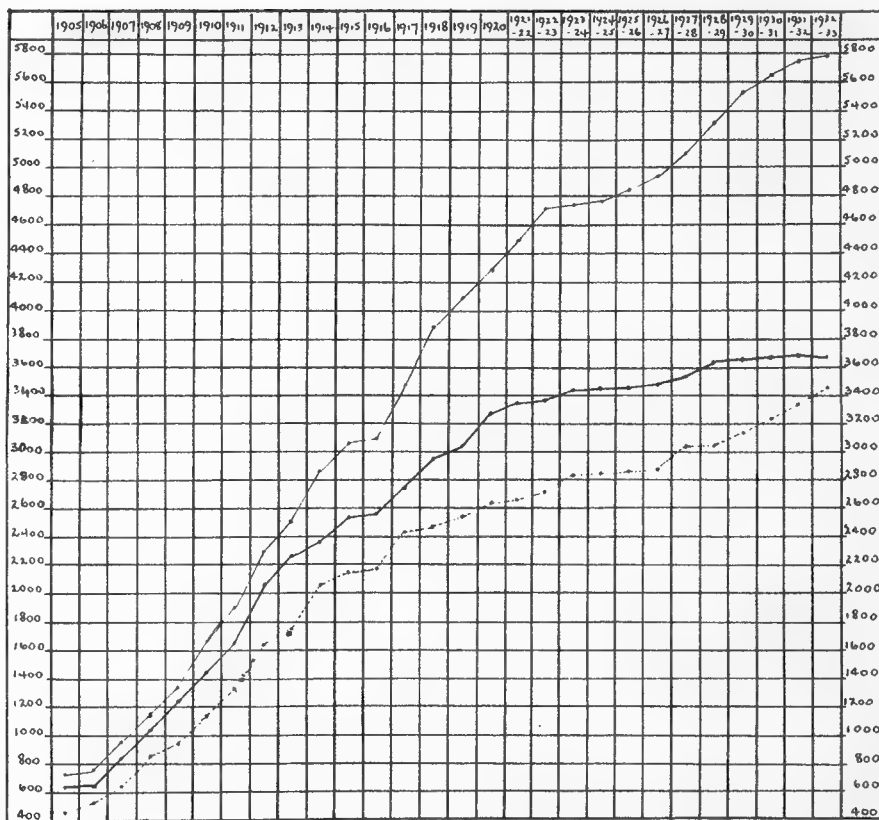
TABLE SHOWING PARTICULARS RE SCHOOL DISTRICTS, SCHOOLS IN OPERATION, ETC., OF ALL SCHOOLS FROM 1905-1933 INCLUSIVE

Year	No. of S.D. in existence	No. of S.D. in operation	No. of rooms in operation	Percentage of S.D. in operation	Average length of school year	Average monthly percentage of attendance
1905	602	476	628	79.07	174.4	.....
1906	746	570	760	76.41	183.2	.....
1907	902	694	945	76.94	159.6	.....
1908	1,070	851	1,135	79.53	160.0	.....
1909	1,250	970	1,323	77.60	163.2	.....
1910	1,501	1,195	1,610	79.60	158.3	.....
1911	1,784	1,392	1,902	77.93	157.0	.....
1912	2,029	1,600	2,229	78.85	178.8	.....
1913	2,235	1,705	2,511	71.81	178.3	.....
1914	2,860	2,027	2,898	85.89	181.4	.....
1915	2,478	2,138	3,082	86.36	181.5	.....
1916	2,598	2,170	3,143	83.33	184.1	.....
1917	2,773	2,471	3,497	89.11	182.5	.....
1918	2,964	2,766	3,933	93.32	180.5	82.53
1919	3,106	2,796	4,128	90.02	180.2	82.51
1920	3,215	2,826	4,289	87.90	183.0	82.76
1921-22	3,367	2,861	4,485	85.27	187.7	85.61
1922-23	3,388	2,995	4,729	88.40	184.6	86.42
1923-24	3,409	3,034	4,742	89.00	184.7	87.25
1924-25	3,431	3,033	4,759	88.40	184.7	87.44
1925-26	3,463	3,041	4,803	87.91	187.6	86.56
1926-27	3,515	3,124	4,977	89.10	188.4	86.56
1927-28	3,571	3,202	5,148	89.66	184.6	87.36
1928-29	3,640	3,242	5,345	89.07	187.9	87.23
1929-30	3,718	3,314	5,558	89.13	190.2	89.35
1930-31	3,762	3,346	5,624	88.94	192.7	89.99
1931-32	3,796	3,395	5,729	89.44	195.0	90.02
1932-33	3,722	3,451	5,796	90.66	192.5	88.69

TABLE 24.

GRAPH 6.

DIAGRAM SHOWING NUMBER OF SCHOOL DISTRICTS IN EXISTENCE, NUMBER OF SCHOOLS OPERATING AND NUMBER OF ROOMS IN OPERATION IN ALBERTA SCHOOLS FROM 1905-33, INCL.



NUMBER OF SCHOOL DISTRICTS SHOWN THUS: —————

NUMBER OF SCHOOLS IN OPERATION SHOWN THUS: - - - - -

NUMBER OF ROOMS IN OPERATION SHOWN THUS:

DEPARTMENT OF EDUCATION

TABLE 25.

RECEIPTS AND DISBURSEMENTS
SUMMARY OF RECEIPTS AND DISBURSEMENTS OF SCHOOL DISTRICTS
FOR THE YEAR 1932

RECEIPTS	
Cash on hand January 1st, 1932	\$ 1,508,719.88
Proceeds from Debentures	121,053.69
Taxes Collected	8,366,781.30
Government Grants	1,675,229.46
Borrowed by Note	864,720.27
Pupils' Fees	151,584.74
Amount advanced by Treasurers	2,722.17
Received from other sources	246,904.27
	<u>\$12,937,715.78</u>
DISBURSEMENTS	
Teachers' Salaries	\$ 6,406,996.78
Officials' Salaries	305,660.32
Paid on Debentures	1,331,627.76
Paid on Notes (Renewals and Interest)	1,151,291.46
School Buildings and Repairs	336,512.59
School Grounds	60,453.68
School Furniture	76,058.91
Library and Reference Books	16,316.81
Apparatus and Equipment	25,425.85
Supplies and Stationery	222,536.38
Caretaking and Fuel	886,447.44
Insurance	74,069.65
Other Expenditures	601,722.05
Balance on hand December 31st, 1932	1,442,596.10
	<u>\$12,937,715.78</u>

TABLE 26.

COMPARATIVE STATEMENT SHOWING RECEIPTS AND DISBURSEMENTS OF
TOWN, VILLAGE AND RURAL DISTRICTS FOR THE YEAR 1932

	Town and Village Districts	Rural Districts
RECEIPTS		
Cash on hand January 1st, 1932	\$ 506,360.80	\$1,002,359.08
Proceeds from Debentures	91,925.00	29,128.69
Taxes collected	5,336,671.13	3,030,110.17
Government Grants	714,571.05	960,658.41
Borrowed by Note	690,254.90	174,465.37
Pupils' Fees	106,640.78	44,943.96
Amounts Advanced by Treasurers	116.02	2,606.15
Other Sources	150,935.44	95,968.83
	<u>\$7,597,475.12</u>	<u>\$5,340,240.66</u>
DISBURSEMENTS		
Teachers' Salaries	\$3,622,988.68	\$2,784,008.10
Officials' Salaries	155,138.36	150,521.96
Paid on Debentures	1,076,781.65	254,846.11
Paid on Notes (Renewals and Interest)	865,784.26	285,507.20
School Buildings and Repairs	166,964.73	169,547.86
School Grounds	26,684.88	33,768.80
School Furniture	29,704.53	46,354.38
Library and Reference Books	5,444.32	10,872.49
Apparatus and Equipment	9,042.44	16,383.41
Supplies, Stationery, etc.	136,186.83	86,349.55
Caretaking and Fuel	576,865.75	309,581.69
Insurance	45,004.36	29,065.29
Other Expenditures	328,212.58	273,509.47
Balance on hand December 31st, 1932	552,671.75	889,924.35
	<u>\$7,597,475.12</u>	<u>\$5,340,240.66</u>

TABLE 27.

COMPARATIVE STATEMENT SHOWING ASSETS AND LIABILITIES OF TOWN,
VILLAGE AND RURAL SCHOOL DISTRICTS FOR THE YEAR 1932

	Town and Village Districts	Rural Districts
ASSETS		
Cash on hand December 31st, 1932	\$ 552,671.75	\$ 889,924.35
Arrears of Taxes due	2,903,634.20	4,192,967.14
Estimated value of Land and Buildings	12,441,862.97	6,653,628.91
Estimated value of Furniture and Apparatus	1,508,818.56	1,573,815.49
Estimated value of School Libraries	91,570.43	286,768.27
Other Assets	908,533.51	237,222.30
	<u>\$18,407,141.42</u>	<u>\$13,834,326.46</u>
LIABILITIES		
Teachers' Salaries	\$ 49,838.48	\$ 183,466.97
Debenture Indebtedness	10,104,267.67	1,437,023.81
Outstanding Accounts	749,757.05	903,107.71
Amounts due Treasurers	101.10	2,163.68
Excess of Assets over Liabilities	7,503,177.12	11,308,564.29
	<u>\$18,407,141.42</u>	<u>\$13,834,326.46</u>

TABLE 28.

COMPARATIVE STATEMENT SHOWING ASSETS AND LIABILITIES OF ALL
SCHOOL DISTRICTS FOR THE YEAR 1932

ASSETS	
Cash on hand December 31st, 1932	\$ 1,442,596.10
Arrears of Taxes due	7,096,651.34
Estimated Value of Land and Buildings	19,095,491.88
Estimated Value of Furniture and Apparatus	3,082,634.05
Estimated Value of School Libraries	378,338.70
Other Assets	1,145,755.81
	<u>\$32,241,467.88</u>
LIABILITIES	
Teachers' Salaries	\$ 233,305.45
Debenture Indebtedness	11,541,291.48
Outstanding Accounts	1,652,864.76
Amounts due Treasurers	2,264.78
Excess of Assets over Liabilities	18,811,741.41
	<u>\$32,241,467.88</u>
Total Insurance on Property	<u>\$19,137,489.56</u>

TABLE 29.
COMPARATIVE COST OF EDUCATION

	1931-32	1932-33
IN ALL SCHOOLS:		
Cost per pupil per year according to enrolment	\$ 61.61	\$ 59.96
Cost per pupil per year according to average attendance....	75.35	73.66
Average cost per pupil for each day in attendance	.379	.377
IN UNGRADED SCHOOLS:		
Cost per pupil per year according to enrolment	55.72	49.63
Cost per pupil per year according to average attendance....	72.84	64.96
Average cost per pupil for each day in attendance	.374	.337
IN GRADED SCHOOLS:		
Cost per pupil per year according to enrolment	67.26	66.65
Cost per pupil per year according to average attendance....	79.45	78.75
Average cost per pupil for each day in attendance	.383	.382
IN TOWN AND VILLAGE SCHOOLS:		
Cost per pupil per year according to enrolment	55.46	52.97
Cost per pupil per year according to average attendance....	66.09	62.66
Average cost per pupil for each day in attendance	.327	.317
IN CITY SCHOOLS:		
Cost per pupil per year according to enrolment	82.91	84.38
Cost per pupil per year according to average attendance....	94.07	97.04
Average cost per pupil for each day in attendance	.468	.496
IN CONSOLIDATED SCHOOLS:		
Cost per pupil per year according to enrolment	81.70	74.29
Cost per pupil per year according to average attendance....	98.58	88.86
Average cost per pupil for each day in attendance	.488	.467
IN RURAL HIGH SCHOOLS:		
Cost per pupil per year according to enrolment	80.21	73.73
Cost per pupil per year according to average attendance....	101.42	92.37
Average cost per pupil for each day in attendance	.511	.465

TABLE 30.

TABLE SHOWING TOTAL DISBURSEMENTS, ACTUAL COST OF OPERATION, AND COST PER PUPIL BASED ON ENROLMENT AND AVERAGE ATTENDANCE.

YEAR	Total Disbursements	Actual Cost of Operation	Average Cost per Pupil based on Enrolment	Actual Cost per Pupil based on Average Attendance
1905	\$ 477,906.28	.....	.....	.....
1906	422,006.25	.....	.....	.....
1907	1,793,952.86	.....	.....	.....
1908	2,393,681.25	.....	.....	.....
1909	2,735,858.20	.....	.....	.....
1910	3,362,393.33	.....	.....	.....
1911	5,025,773.48	.....	.....	.....
1912	6,667,281.81	.....	.....	.....
1913	8,684,186.04	\$ 3,211,542.71	\$40.19	\$69.90
1914	7,834,891.67	4,096,142.48	46.43	76.55
1915	7,965,469.42	4,028,592.61	44.69	71.16
1916	6,121,614.26	4,321,020.74	44.09	72.53
1917	6,595,562.01	4,800,938.08	45.39	74.82
1918	7,496,691.64	5,290,892.57	46.81	75.87
1919	8,805,528.59	6,430,281.41	52.89	85.99
1920	10,644,329.13	7,881,971.22	58.06	95.63
1921-22	12,134,488.37	8,753,439.81	61.24	87.09
1922-23	12,358,371.36	8,924,404.34	60.28	84.70
1923-24	11,863,566.60	8,362,506.00	61.22	83.74
1924-25	11,458,506.36	8,760,197.00	59.27	81.20
1925-26	10,826,790.28	8,764,479.00	59.12	80.49
1926-27	11,280,112.44	9,137,429.00	59.18	79.37
1927-28	11,707,988.40	9,466,675.00	59.60	79.49
1928-29	13,036,865.26	10,086,501.00	61.18	81.66
1929-30	14,396,549.42	10,697,549.00	63.64	80.69
1930-31	14,050,523.50	11,017,869.00	65.24	80.58
1931-32	12,122,345.98	10,522,137.00	61.61	75.35
1932-33	11,495,119.68	10,134,592.00	59.96	73.66

TABLE 31.

TEACHERS' SALARIES 1932-33 IN ALL SCHOOLS

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
Academic, High School and First Male	837	\$3,850.00	\$ 500.00	\$1,517.11
Academic, High School and First Female.....	1,552	3,150.00	400.00	1,096.47
Second Male	811	3,250.00	500.00	986.61
Second Female	2,741	3,150.00	450.00	933.89
Third Male	15	900.00	350.00	789.33
Third Female	25	1,250.00	600.00	813.60
Vocational and Special Male	47	3,608.00	1,080.00	2,323.47
Vocational and Special Female	21	2,900.00	1,350.00	1,880.19
Provisional Female	1	840.00	840.00	840.00

TABLE 32.

AVERAGE SALARY OF TEACHERS, 1932-33

Average salary per year paid in Rural Schools	\$ 841.57
Average salary per year paid in Town Schools	1,632.53
Average salary per year paid in Village Schools	924.20
Average salary per year paid in Separate Schools	1,135.61
Average salary per year paid in Consolidated Schools	1,077.18
Average salary per year paid in All Schools	1,076.51
Average salary per year paid in Urban Schools	1,414.25

DEPARTMENT OF EDUCATION

TABLE 33.
STATEMENT SHOWING ENROLLMENT, AVERAGE ATTENDANCE, TEACHERS' SALARIES, ETC., FOR EACH YEAR FROM 1906-1933 INCLUSIVE.

	No. of Pupils Enrolled		Daily Average Attendance of Pupils		Amount Expended on Teachers' Salaries	Total Number of Teachers Employed	Total Number of School Districts Organized	Number of School Districts Erected Each Year	Value of School Buildings and Grounds	Value of School Libraries	Excess of Assets over Liabilities
	Rural	Town and Village	Rural	Town and Village							
1906	14,576	14,208	7,395.34	7,386.78	\$ 386,107.99	924	742	144	\$ 926,706.26	\$ 10,384.49	\$ 607,678.45
1907	16,244	17,994	8,108.25	9,202.51	497,745.78	1,210	898	156	1,946,869.28	16,490.25	1,486,273.67
1908	18,349	20,064	10,104.32	8,819.44	592,222.64	1,468	1,066	168	2,553,060.43	22,379.20	1,125,362.70
1909	23,165	22,888	12,498.37	9,826.19	758,815.51	1,815	1,245	179	3,531,863.57	30,409.52	2,615,321.78
1910	29,585	25,472	15,577.58	14,033.87	908,045.12	2,217	1,496	251	4,643,612.94	39,302.70	2,941,474.49
1911	32,098	29,562	16,252.55	16,304.11	1,144,583.75	2,651	1,778	282	7,371,639.52	50,950.28	4,078,812.02
1912	36,999	34,645	19,513.65	19,712.95	1,411,200.65	3,054	2,019	241	9,908,492.54	75,327.30	4,955,691.25
1913	39,287	40,622	21,350.65	24,537.56	1,672,525.93	3,298	2,236	217	12,110,978.06	76,468.38	5,359,211.04
1914	46,550	43,360	26,030.33	28,552.69	2,050,697.01	3,978	2,360	217	13,442,987.54	86,597.74	6,159,898.57
1915	51,207	46,079	30,141.68	30,970.32	2,244,968.69	4,218	2,489	129	13,834,339.12	111,339.97	6,326,241.52
1916	47,387	51,223	27,082.80	33,188.59	2,431,404.48	4,607	2,624	135	14,165,097.25	150,590.62	8,452,140.36
1917	54,182	53,545	30,697.64	34,677.23	2,630,085.54	5,133	2,934	149	14,668,914.39	150,590.62	8,069,382.43
1918	48,300	62,229	28,961.28	39,527.37	2,850,351.67	5,652	3,064	191	13,868,976.33	191,387.86	8,827,668.37
1919	53,328	68,329	31,334.04	43,441.56	3,560,317.58	4,902	3,106	142	13,832,920.06	224,971.07	9,990,349.44
1920	59,886	75,864	34,935.05	47,481.63	4,371,508.02	5,014	3,215	109	16,824,719.25	252,591.19	11,573,173.18
1921	*56,361	*67,967	*39,122.17	*50,170.18	5,213,011.25	5,320	3,301	86	18,056,485.21	301,864.86	12,558,363.17
1922-22	66,311	76,691	41,892.60	58,561.94	5,428,825.20	5,787	3,367	73	18,442,012.68	331,581.11	13,294,175.25
1923-24	67,730	80,315	44,110.73	61,253.16	5,411,456.98	5,669	3,388	27	18,068,293.17	337,289.08	14,580,843.29
1924-25	67,455	79,918	44,138.96	61,713.88	5,433,247.53	5,727	3,409	24	18,379,211.58	364,403.00	15,415,937.14
1925-26	68,175	79,621	44,708.50	63,170.36	5,477,166.27	4,864	3,431	22	18,651,814.66	366,113.20	17,270,654.21
1926-27	68,071	81,555	46,002.79	64,918.03	5,640,218.58	5,135	3,453	40	19,028,547.66	363,982.03	17,135,184.00
1927-28	73,042	80,458	49,426.69	66,298.09	5,899,889.00	5,361	3,515	59	19,689,044.57	369,992.98	17,982,511.66
1928-29	76,681	83,005	51,370.05	67,613.96	6,243,085.22	5,815	3,571	50	20,957,119.68	379,106.19	18,618,336.17
1929-30	76,665	87,156	53,808.64	69,676.29	6,586,973.98	5,827	3,640	75	22,399,865.67	381,024.94	19,806,237.19
1930-31	78,355	88,741	57,809.26	74,637.75	6,847,412.54	5,705	3,750	81	22,599,361.43	377,499.52	20,850,105.71
1931-32	81,116	88,614	61,266.27	76,466.72	6,741,825.03	5,844	3,755	40	23,251,971.83	381,971.83	21,676,640.17
1932-33	84,438	89,357	62,769.34	76,833.34	6,406,995.78	5,760	3,758	35	19,095,491.88	378,338.70	18,811,741.41
1932-33	83,384	88,061	64,210.35	75,625.98	.....	6,050	3,734	20	.....	.....	.....

* For the June term only. The values of School Buildings and Grounds, School Libraries, Excess of Assets, etc., are for the calendar year.

TABLE 34.

SCHOOL DISTRICTS ESTABLISHED DURING 1933

Name	No.	Date of Establish- ment	Twp.	Rge.	Mer.	Trustee
Greenhill	4609	Jan. 3rd....	56-57	3-4	5	J. F. Peterson
Heinsburg	4610	Jan. 6th....	55	4	4	J. E. Prill
Parrish	4611	Mar. 6th....	80-81	18-19	5	E. Zaiser
Sandy Rapids	4612	Apr. 21st....	63-64	7-8	4	M. A. Berg
Forest Stream	4613	Apr. 21st....	64	7	4	D. Panas
Antross	4614	May 8th....	47	3-4	5	J. W. Ross
Cherry Spring	4615	May 8th....	62	1	4	C. G. Hillaby
Rangeland	4616	May 22nd....	61-62	1-2	4	F. Williams
Berry Creek	4617	June 15th....				L. A. Thurber(O.T.)
Mindemoya	4618	June 19th....	69	21-22	4	M. W. McDonald
Volinka	4619	June 19th....	52-53	6	5	T. Billson
St. Rosa	4620	June 19th....	70-71	20-21	5	W. B. Shewchuk
Split Stone	4621	June 20th....	65	14	4	Charles Mack
Perryville	4622	July 20th....	49-50	8-9	5	D. B. Friesen
South Wapiti	4623	July 20th....	68-69	8	6	John Isberg
Forest View	4624	Aug. 16th....	69-70	26	4	William Pizzey
Abbeywood	4625	Aug. 16th....	55-56	3	5	Charles Moberg
Chain	4626	Sept. 7th....	63-64	1-2	5	Gustave Plitt
Amesbury	4627	Dec. 7th....	70	17	4	Guy Smith
Woodmore	4628	Dec. 7th....	60-61	1-2	5	Robert Anderson
RURAL HIGH SCHOOL DISTRICTS						
Spruce Grove	17	Sept. 6th....	52-53	26-27	4	

SCHOOL DISTRICTS DISSOLVED DURING 1933

Name	No.	Date of Dissolu- tion	Twp.	Rge.	Mer.	Trustee
Tide Lake	2937	Jan. 6th.... (From and after Dec. 31/32)	18-19	9-10	4	
Box Springs	2749	June 5th....	14-15	5-6	4	
Rainbow	2499	June 26th.... (From and after June 19th)	27-28	9-10	4	
Mirror Landing	3793	June 26th.... (From and after June 19th)	71-72	1	5	
Glenalva	4065	Aug. 22nd.... (From and after Aug. 16th)	30-31	6-7	4	
Green Villa	2737	Sept. 21st.... (From and after Dec. 31st)	2	11-12	4	
Neff	2986	Oct. 30th.... (From and after Nov. 1st)	14-15	9-10	4	
Spentrodon Prot. Sep.	3	Mar. 18th.... (From and after Feb. 26th)	52-53	5	4	
Angle Lake Rural High	6	Mar. 18th.... (From and after Jan. 1st)	55	6-7	4	
Kippenville Consolidated	7	Sept. 21st.... (From and after Dec. 31st)	2-3	11-12	4	

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TABLE 34—(Continued)

ALL THE FOLLOWING DISTRICTS ARE NOW INCLUDED IN
BERRY CREEK S.D. No. 4517:

Name	No.	Date of Dissolution	Name	No.	Date of Dissolution
Stewartville	2232	June 12, 1933	Eden	3290	June 12, 1933
Park's Prairie	2249	June 12, 1933	Mizpah	3333	June 12, 1933
Rose Lynn	2260	June 12, 1933	Galarneauville	3341	June 12, 1933
Laurier	2321	June 12, 1933	St. Eloi	3381	June 12, 1933
Sunny Alberta	2349	June 12, 1933	Jennings	3420	June 12, 1933
Lydia	2372	June 12, 1933	Britannia	3507	June 12, 1933
Creole Belle	2374	June 12, 1933	Ranton	3624	June 12, 1933
Parr	2429	June 12, 1933	P.K.	3628	June 12, 1933
Hutton	2442	June 12, 1933	Berry Creek	3641	June 12, 1933
Sunnynook	2509	June 12, 1933	Ruth	3653	June 12, 1933
Mapleine	2524	June 12, 1933	Lusitania	3684	June 12, 1933
Kitchener	2529	June 12, 1933	Nateby	3754	June 12, 1933
Homestead Coulee	2538	June 12, 1933	Locksley	3770	June 12, 1933
Cessford	2566	June 12, 1933	Circle Ranch	3773	June 12, 1933
Leland	2547	June 12, 1933	Arlington	3815	June 12, 1933
Corners	2579	June 12, 1933	Niles	3825	June 12, 1933
Lone Butte	2607	June 12, 1933	Wardlaw	3852	June 12, 1933
Social	2644	June 12, 1933	Forcina	3884	June 12, 1933
Fraserton	2657	June 12, 1933	Lyman	3930	June 12, 1933
Crocus Plains	2693	June 12, 1933	Lexington	3938	June 12, 1933
Normandale	2758	June 12, 1933	Dry Coulee	3982	June 12, 1933
Hunting Hill	2762	June 12, 1933	Carolside	3995	June 12, 1933
East Berry	2787	June 12, 1933	Square Deal	4026	June 12, 1933
Idylwilde	2837	June 12, 1933	Pollockville	4031	June 12, 1933
Dowker	2873	June 12, 1933	Halladay	4085	June 12, 1933
Sunnynook Village	2874	June 12, 1933	Dalkeith	4141	June 12, 1933
Connorsville	2882	June 12, 1933	Manitoulin	4145	June 12, 1933
Corinth	2924	June 12, 1933	Lucania	4159	June 12, 1933
Silver Leaf	2959	June 12, 1933	Sunny Valley	4206	June 12, 1933
Rebel Creek	3020	June 12, 1933	Merrit	4259	June 12, 1933
Dry Berry	3043	June 12, 1933	Kingsdale	4294	June 12, 1933
Creslow	3263	June 12, 1933	Pandora Cons.	77	June 12, 1933
Brown	3269	June 12, 1933			

TABLE 35.

REPORT OF PRIVATE SCHOOLS, ELEMENTARY AND SECONDARY FOR THE
SCHOLASTIC YEAR ENDING JUNE 30, 1933

NUMBER OF COLLEGES REPORTING—34

	Male	Female	Total
No. of Teachers in residence	55	67	122
No. of Teachers not in residence	23	25	48
No. of Pupils in residence	617	554	1,171
No. of Pupils not in residence	584	698	1,282
No. of Pupils also enrolled in publicly controlled schools	85	177	262
No. of Pupils doing work of Elementary Grades	584	689	1,273
No. of Pupils doing work of Secondary Grades	435	329	764
No. of Pupils doing special work only	182	234	416
Total enrolment		2,453	
Average attendance		2,278.25	
Average number of days school operated		192.18	
Length of Course in years		4 to 14 years	
Schools under control of:			
(a) Church		15	
Corporation		6	
Society		6	
Private Individuals		7	
(b) Religious Denominations		25	
Non-Sectarian		9	

TABLE 36.
PRIVATE SCHOOLS
DISTRIBUTION OF PUPILS BY SEX, GRADE, AND AGE LAST BIRTHDAY
ACADEMIC SCHOOL YEAR ENDED JUNE 30th, 1933
(July 1st, 1932, to June 30th, 1933)

Grade	Sex	5 yrs and under	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs.	Totals
Grade I.	Boys	15	35	38	17	9	8	4	2	1									129
	Girls	17	41	46	20	7	7	2	1	1									142
Grade II.	Boys		4	21	24	14	4	2	1	1									72
	Girls		6	24	28	15	5	3	3	2									86
Grade III.	Boys			3	16	22	15	5	3	2									66
	Girls			6	21	30	18	5	4	2									74
Grade IV.	Boys				4	15	24	17	6	4									66
	Girls				5	18	27	14	8	2									79
Grade V.	Boys					3	12	20	14	7									66
	Girls					3	18	24	16	6									78
Grade VI.	Boys						1	10	19	14									53
	Girls						4	16	30	19									83
Grade VII.	Boys						2	3	12	17									62
	Girls						1	1	15	17									68
Grade VIII.	Boys								12	12									24
	Girls								19	14									33
Grade IX.	Boys								3	7									10
	Girls								40	35									75
Grade X.	Boys								5	2									7
	Girls								3	3									6
Grade XI.	Boys																		3
	Girls																		3
Grade XII.	Boys																		8
	Girls																		9
	Boys																		148
	Girls																		125
	Boys																		112
	Girls																		112
Totals by Sex	Boys	15	39	62	61	63	67	62	60	65	86	111	138	128	103	58	26	57	1,201
	Girls	17	47	76	74	73	79	68	80	68	91	125	129	121	91	43	27	43	1,252
Grand Totals		32	86	138	135	136	146	130	140	133	177	236	267	249	194	101	53	100	2,453

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